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ABSTRACT

This document is comprised of six issues of the Child Care Bulletin, a bimonthly publication of the National Child Care Information Center. The January-February issue focuses on involving communities in child care planning. Topics discussed in this issue include: community mobilization strategies, assessing needs and establishing goals, and involving the private sector in planning. The March-April issue focuses on innovations in child care consumer education. Topics discussed include strategies for getting the message out, researching the impact of consumer education, and consumer education in the neighborhood. The May-June issue focuses on linkages or partnerships among agencies, services, and the community to serve children and families. Topics discussed include child care and Head Start collaboration, linkages supporting school-age care, intergenerational programs, and tools for linking child care with housing. The July-August issue focuses on child care providers as the key to quality care. Topics discussed include: a profile of the child-care work force, director credentials and leadership initiatives, networks supporting family child care providers, and highlights from the military child care system. The September-October issue focuses on the White House Conference on Child Care. In addition to remarks made by President Clinton, First Lady Hillary Clinton, and Health and Human Services Secretary Donna Shalala, this issue discusses service in after-school programs, and the National Crime Prevention and Privacy compact. Facts sheets on care quality, out-of-school time, and economics of child care are included. The November-December issue focuses on new state initiatives in child care. Topics discussed include states expanding services for infants and toddlers, states emphasizing training and technical assistance, and a national study of low-income child care. Except for the White House Conference issue, each issue includes sections on child care initiatives across the country, and resources in child care. (HTH)

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CHILD CARE BULLETIN

Child Care Bureau • January/February 1997 • Issue 13

Involving Communities in Planning for Child Care Services

Child care is local. The neighborhoods where children and families live and work are where child care services are delivered. Community involvement in planning for child care services is essential to ensure that healthy, safe, and affordable care that meets the needs of all children and families is available. To best inform the policy, planning, and funding decisions that are being made by states, it is important to include parents, child care providers, business, and community leaders to assure that the needs of children and families are being adequately addressed.

Under the Child Care and Development Fund, states are encouraged to serve families through a single, integrated child care system. All states must submit a comprehensive child care plan by July 1, 1997. Involving community partners in the state planning process will help to develop services that are family-centered, flexible, comprehensive, and tailored to meet family and community needs.

Community based child care planning identifies specific needs and tailors solutions to the resources available to that community. Regardless of geographic, population, and economic factors, successful community based planning initiatives begin with a shared commitment to meeting the child care needs of families. Successful planning efforts also involve the collaboration of public, private, and other family and community resou es to meet those needs. Such mmunity based efforts are a basis for informing state level decision making processes.

At the local level, communities need accurate information to base their efforts on. Community based child care planning efforts should focus on assessing community needs and fostering opportunities to link with others in a broadly based network of support for child care services.

A community needs assessment is a way to systematically collect data so that future actions are based on the best available, most accurate information. It is a dynamic activity that helps produce a "map" of the communities' current situation, its strengths, needs, and possible directions for desired improvements. It provides a foundation for tracking the effectiveness of strategies and actions taken to address locally identified needs. It is also an inclusive and participatory process for establishing linkages with new partners, building local capacity to meet the needs of families, and gaining a shared commitment to support the goals of the community.

This issue of the *Child Care Bulletin* highlights a variety of approaches and describes efforts to encourage the involvement of parents, providers, local leaders, businesses, and others in community based planning that addresses the child care needs of families. It seeks to provide information that states and communities can use in developing their own responses to the child care needs of the children and families they serve.

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Community Based Child Care Planning

Community Mobilization Strategies Support Children and Families

Mobilizing individuals, families, and communities is essential to creating and sustaining the supports that address the needs of children and families. Community mobilization involves convening diverse stakeholders to design and implement an agenda for change. It includes public awareness efforts along with engaging the public in an ongoing process of problem-solving to develop visions, goals, and strategies.

As communities and states begin the process of implementing change with community mobilization, these principles for delivering services should be considered:

- ✧ Family-centered services are community delivered, and include families as partners in planning and implementing services.
- ✧ Services are culturally competent; programs are responsive to the needs of individuals with disabilities and of diverse populations.
- ✧ Services focus on prevention, early intervention, and strengthening families.
- ✧ Services are flexible, with accountability for results based on goals.
- ✧ Public, private, and community services are coordinated, integrated, and collaboratively delivered.
- ✧ Quality services are delivered by well-trained staff.
- ✧ Services are cost-effective.

These principles are summarized from a new book from the Families and Work Institute, *Community Mobilization: Strategies to Support Young Children and Their Families*. The book contains descriptions of initiatives in states and communities. It provides specific examples and suggestions from individuals directly involved in community mobilization efforts.

The Families and Work Institute is also involved in a nationwide public engagement campaign to raise awareness of the importance of the first three years of life (see "Early Childhood Public Awareness Campaign," *Child Care Bulletin*, March/April 1996). The campaign will utilize national media and outreach efforts to the public, policymakers, business leaders, national organizations, and state and local leaders to help mobilize communities to improve the lives of families with young children.

➢*Community Mobilization: Strategies to Support Young Children and Their Families* by Amy Laura Dombro, Nina Sazer O'Donnell, Ellen Galinsky, Sarah Gilkeson Melcher, and Abby Farber is available from the Families and Work Institute, 330 Seventh Avenue, New York, NY 10001, (212) 465-2044, fax: (212) 465-8637, or through their web site at: **http://www.familiesandwork.org**

Community Planning for Child Care: Assessing Needs and Establishing Goals

◘ What *services* do families need?

- How many families are expected to need care? How many will need assistance paying for care?
- What do parents say they need?
- Is there an adequate system of resource and referral available to help parents locate child care?
- What is the role of government, business and private sector agencies in supporting child care?

◘ Is there an adequate *supply* of care?

- What child care services are available? Center-based? Family child care homes?
- Are services available to meet the needs of families working non-traditional hours?
- Are services available for infants, preschoolers, school-age, children with disabilities?
- Are start up funds available? Are special outreach efforts needed to build the supply of care?

◘ Are there mechanisms in place to assure the *quality* of care?

- What training programs and other supports are available to child care providers?
- Are the local colleges, resource and referral and other agencies involved in training providers?
- Are there ongoing supports available to providers on health, mental health and disability issues?
- Are family support services linked to child care?
- Are funds available to pay for quality improvements such as: licensing, renovations, equipment or accreditation? What additional supports are needed?

◘ What are the goals of the community with regard to child care?

- To make child care more affordable so families can work?
- To expand the supply of providers? To improve the quality of services for children?
- To provide additional family services through child care?

◘ How will these goals be measured?

Children's Cabinet Coordinates Support for Families

The Children's Cabinet, Inc. of Nevada is a nonprofit organization that addresses the needs of children and their families through coordinating government services and developing private resources.

One major activity was to convene a Child Care and Economic Diversification Summit in October 1996. The summit brought together key leaders in business, government, economic development, public policy, and child care education to examine some innovative approaches and projects in other areas of the country. The summit was a starting point for involving individuals and organizations in statewide discussions that will bring about sustained changes in service delivery systems. A second summit is planned for spring 1997.

The Children's Cabinet has focused its efforts on forming and strengthening business partnerships; increasing quality, availability, and affordability of child care; and supporting and strengthening 21 Family Resource Centers statewide. The resource centers were established in 1995 by the state legislature to assist families in at-risk neighborhoods with accessing services. Each center is governed by a Neighborhood Council of local parents who tailor a Neighborhood Action Plan of services most needed in the community. Services typically include parenting education, child care resource and referral, family counseling, support groups, child abuse/neglect prevention, recreational programs, and youth development activities.

*For more information, contact The Children's Cabinet, Inc., at: (702) 856-6200 or e-mail at:***estern@childrenscabinet.org**

Be Sure to Watch

"I am Your Child"

April 28, 1997

An ABC Prime Time Special about the importance of the first three years of life

Part of the Early Childhood Public Engagement Campaign

To learn more, contact (212) 465-2044, x321 or visit the web site at: **http://www.iamyourchild.org/**

Involving the Private Sector in Planning for Child Care Systems

Phyllis Jack Moore

In response to the changing needs of working families and the increased recognition that positive work and family policies are a sound business investment, the Child Care Work and Family Clearinghouse of the Texas Workforce Commission has sponsored a series of seven regional work/family and community planning conferences. These were held from August 1996 through February 1997 to promote employer leadership on work and family issues, including child care, elder care, and community resource development.

The conference series has promoted an informed awareness of dependent care needs. As a result, employers and community leaders are forming local coalitions to share information, pool resources, and establish a plan of action to address these needs. Work and Family Clearinghouse grants of $5,000 have been awarded to the sites of Abilene, Amarillo, Austin, Corpus Christi, Dallas, Tyler, and Lubbock, Texas to aid in establishing employer coalitions. Each site organized a conference based on specific community concerns and involved local business and community leaders in the planning process.

Follow-up activities are important in providing strategies to build employer coalitions and to support identified needs. Up to four of the seven cities that held conferences will be awarded $25,000 to initiate or support the recently created employer-led coalitions. These pilot sites will promote understanding of the issues and support for local workforce dependent care services.

Further support for developing coalitions is provided by three well established employer coalitions: Corporate Champions of Fort Worth, Corporate Hands of Houston, and the Corporate Child Care Collaborative of San Antonio. These groups will be a support network to new groups, recommend organizational strategies and activities, and provide insight based on their own experiences. The Child Care Work and Family Clearinghouse has provided each of these established coalitions with $50,000 grants to support this effort. In addition, the coalitions and a community team are invited to help plan a statewide economic planning conference scheduled for 1998.

Dependent care needs significantly impact the current as well as the future workforce. The ability to address the issues collaboratively, utilizing the talents of local business and community leaders, is essential. Support provided by community employer coalitions can play a major role in assisting with continued economic growth for employers and improved quality of life for working families.

Phyllis Jack-Moore is a Work/Family Strategist in Austin Texas. For more information, contact Phyllis at: (512) 329-9078, or Carol McDaniel, Director, Child Care Work & Family Clearinghouse, Texas Workforce Commission, at: (512) 936-3228, or access their web site through:
http://www.twc.state.tx.us/
select **Employer Dependent Care Services**

Community Meetings Help Illinois with Redesigning Child Care

Michele Piel

She was one of fifteen women who braved a cold Chicago night the week before Christmas to describe how some of the changes we might make to the state child care system would affect her family. With the assistance of a language interpreter, she voiced her concerns: How would she cope with increased fees? What if she became ineligible altogether or had to wait for services? Could she make more money somehow? Although these are daunting questions for this mother of twins and full-time housekeeper at a city hotel, by the end of the evening, she was searching for solutions and generously offering to help as we deal with what she described as "complicated" work.

This parent focus group, one of three held in Illinois, marked the midpoint of a public process that began in fall 1996. The goal behind this process was to help inform decision making as we develop the child care state plan, and to "check in" with consumers and providers to explore ways to improve child care services.

The process of proactively seeking public input on improving child care service delivery began by convening three community meetings. Through lists of providers, individuals receiving subsidy payments, lists maintained by resource and referral agencies, and others in the child care field, many people were invited to attend these large community meetings. More than 300 individuals attended the Chicago community meeting.

The meetings served several purposes, but were primarily informational. Just getting the word out about the new Child Care and Development Fund, welfare reform, and changes that might be brought about in child care service delivery would have been a significant outcome. However, the community meetings also served to engage the parents, providers, and others who attended them in the substantive work that would follow.

The meeting participants were asked if they would be willing to serve on a child care planning committee, or provide their input to the committee either in writing or by telephone. From among those attending the community meetings, 45 child care practitioners, academics, researchers, and representatives of philanthropy, Head Start, and state government were appointed to the committee. The committee will make recommendations related to parent eligibility and co-payments, quality enhancement and capacity building, data collection, and rates.

To develop a system that truly meets the needs of families, members of the communities being served must be involved in the planning and implementation process.

To develop a system that truly meets the needs of families, members of the communities being served must be involved in the planning and implementation process. Following the community meetings and a 2-day session of the planning committee, three parent focus groups were held. To encourage participation, the focus groups were held at child care centers, with an evening meal, child care services, and language interpretation provided, if needed. Input from an additional 50 parents was obtained by telephone. The findings from the parent focus groups were considered by the planning committee and will be included in the recommendations for the child care state plan.

Although the process has been intensive, a foundation of community input has helped to involve many stakeholders in the complicated implementation tasks that will remain after the plan is written and the final public hearings have been held.

To learn more, contact Michele Piel, Manager of the Child Care and Development Section of the Illinois Department of Public Aid, at: (312) 793-3610.

Parents Share Perspectives at Child Care Summits

The Child Care Council of Suffolk, a resource and referral agency in a large county on Long Island, New York, works to encourage community involvement in child care planning. One of the agency's initiatives helps parents to understand and work toward improving service delivery systems in their communities. Another initiative helps to ascertain family needs within separate communities in the county.

The agency sponsors a Parent Leadership Initiative (PLI), a local level pilot project which was adapted from the Connecticut Commission for Children's statewide model. Participants learn about how government works, advocacy methods, welfare reform, and how to impact the system to create a caring community for children. Each parent develops an individual action plan. Some of the topics for action plans have included developing a "parent to parent" newsletter to be distributed in the community; interacting with other community groups to help with violence prevention; and becoming a board member of the Child Care Council.

The process of implementing the PLI brought with it several lessons:

- A strong commitment to building community through interacting with and supporting each other helped develop committed relationships.

Parent Perspectives, continued...

▶ Acceptance of the group's agenda is important, even if it may not be what was originally expected.

▶ In service delivery, we should not make assumptions about what parents' desires are regarding child care; we need to listen, as each voice is unique and important.

▶ One way to effect systemic change is to mobilize parents to speak out on child care issues in town hall type settings or summits.

Through funding from various local foundations, child care summits are being held in several communities within the county. These summits are organized by a community based steering committee to help ascertain families' needs. The first summit was held in June 1996. Some of the speakers were graduates of the Parent Leadership Initiative. A few even said that prior to going through the leadership course, they could never speak in front of a large group. They were poised as they articulated their concerns at the summit. The next community summit is planned for spring 1997, and the process of mobilizing parents to voice their perspectives and to take an active role in addressing family needs will continue.

Janet Walerstein is the Executive Director of the Child Care Council of Suffolk, Inc. For more information, contact Janet at: (516) 462-0303.

The Boston Inventory: Putting Child Care Quality on the Map

Jason Sachs

For the past 4 years, Associated Day Care Services and the Early Education Quality Improvement Project (EQUIP) Advisory team have used the Boston Inventory to collect data on the quantity and quality of child care in Boston, Massachusetts. The Boston EQUIP is a data usage and community mobilization project funded by the AT&T Foundation in cooperation with the Families and Work Institute. Its goal is to improve quality for the estimated 25,000 children served by the city's early childhood programs. There also are EQUIP sites in West Virginia, Oregon, and Kansas City.

The components of the Boston Inventory measure supply and demand, program quality, parents' conceptions of quality, and facility assessments. A biennial provider survey captures data on program quality such as staff salaries, turnover, parent activities, computer usage, and program priorities.

Boston's EQUIP maps the distribution of child care slots and creates a visual representation of the supply and demand of care. Other maps present variables to examine added factors, such as family income, the number of single parents, and children by age groups. When the maps are overlaid, they reveal gaps in the child care services.

Using the inventory measures, the community has set benchmarks for improving services in the areas of accreditation, training, compensation, parent empowerment, and facilities. In 1996, more than 35 groups used the inventory data to plan, advocate, and bring funds into the city. These examples demonstrate the wide use of the data by the child care community:

▶ Boston has received more than $2 million from the Massachusetts Department of Education's Community Partnership Grant. Inventory data are used to identify and allocate dollars to specific neighborhood clusters.

▶ The United Way is leading efforts for the passage of a bond bill by the state legislature to increase revenue for facility improvement. The data revealed that more than 20 percent of child care centers had to close down for more than 3 days a year due to facility problems.

▶ The data are used to bring private funds into the city. In 1996, The New England Inc. provided $50,000 to give low income children an opportunity to work with computers. Inventory data were used in the grant application to demonstrate the difference between Boston Public School's kindergarten programs and child care centers in computer usage in classrooms.

The Boston Inventory is a valuable, yet relatively inexpensive community building tool. Total costs have been less than $250,000 over a 4 year period. As the project funding by AT&T draws to an end, groups such as the Boston Enhanced Enterprise Community, the Carnegie Corporation, the United Way of Massachusetts Bay, and local coalitions have purchased enough community audits and other data services to sustain the project for the next year.

In addition to gathering data and using mapping software to analyze it, the project is working to educate the public as a community of data users. One aspect of their efforts has been to train parents and providers to facilitate workshops in child care settings to discuss the quality of child care with parents. The parent facilitators help others ask questions, voice concerns, and develop strategies to address them.

This year, EQUIP will release mini-enhancement grants to leverage community change efforts. Local groups will be able to use inventory data to design projects to enhance child care.

To learn more, contact Jason Sachs, Research and Policy Director, Associated Day Care Services, at: (617) 695-0700.

Child Care Initiatives Across the Country

Hawaii: County Legislative Measures Assist Families Seeking Child Care

The Maui County Council's Child Care Subcommittee was formed in 1996 to provide recommendations for increasing the availability of affordable child care in the community. The subcommittee was comprised of council members, child care providers and advocates, and union and management representatives. They held monthly public meetings, one of which was televised by the local public access channel. Testimony was received from child care providers, parents, business leaders, and community activists, many of whom stated that the lack of affordable child care was Maui County's most pressing social and economic problem. The subcommittee researched issues by contacting child care organizations and government agencies, primarily via the Internet.

The subcommittee initiated a public education campaign. The goal was to inform the community of the mutual benefits, including improved morale and lower absenteeism, that employer-assisted child care can provide to both employees and businesses. The subcommittee members also pledged to assist in the planning of a large organization's 24-hour, onsite child care center. In addition, the subcommittee urged the reinstatement of full county funding for training programs for family child care providers, funding which had previously been cut by 50 percent.

The subcommittee's work revealed that many working families are caught in a gap. They are ineligible for existing state subsidies because their income is too high, yet their income is not high enough to enable them to send their children to a licensed provider. A new county subsidy program, aimed at meeting the needs of these families, was urged. A bill was proposed to create a property tax exemption for licensed child care providers as a means of lowering their costs. The subcommittee also recommended a zoning bill that would increase the number of children that could be cared for on any single residential lot from six to twelve, provided that the family child care setting remained in compliance with state licensing standards. All of the subcommittee's legislative recommendations were adopted or given initial approval by the full Maui County Council before the end of the Council term on January 2, 1997.

To learn more about the Child Care Subcommittee, contact: Alice L. Lee, Council Chair, Maui County Council, 200 S. High St., Wailuku, HI 96793, (808) 243-7838, fax: (808) 243-7686, e-mail: **allmaui@maui.net**. *A copy of the Subcommittee's final report for the 1995-1997 term is available online at* **http://www.maui.net/~allmaui/childcare.htm**.

Massachusetts: Working Together to Support Inclusive Communities

As a result of the collaborative planning efforts of a diverse group of state agency representatives and parents, 13 forums on the theme of *Working Together for Children and Families: Supporting Inclusive Communities* were held throughout Massachusetts in fall 1996. More than 1,000 parents, providers, early interventionists, public school early childhood personnel, Head Start teachers, and others interested in supporting inclusive services participated in the forums.

The 13 child care resource and referral agencies in Massachusetts facilitated the forums. They identified parents, panelists, and case studies which would best represent the issues and composition of their communities. They grouped attendees into community based, multidisciplinary teams. The planning committee developed a prototype agenda to include a keynote address by a parent about the value of inclusion from a family's perspective. Family case studies inspired participants to think of creative strategies for inclusion. A panel discussion lead by parents and professionals addressed questions generated by the case studies and a community team building activity ended each day.

From the forum's evaluation comments, a common theme was the value of continuing the momentum generated by this opportunity to meet colleagues and to brainstorm about creative strategies. Although most of them have not been implemented, many new solutions to providing effective, inclusive community based services were proposed. The ideas ranged from consolidating funding streams to eliminate multiple placements for children who need full day care, to removing jurisdictional barriers in issues such as transporting children across school district lines.

The collaborative planning process in which the forums were developed contributed to their success. In the fall of 1995, a group of state agency representatives and parents had participated as a "state team" at a New England conference sponsored by the National Early Childhood Technical Assistance System (NEC*TAS). The team continued to meet voluntarily, and to include others who contributed new perspectives and resources. In spring 1996, the group worked with the Administration for Children and Families in planning the *Working Together* forums to support inclusive child care services.

To learn more about the Working Together *forums, contact Karen Sheaffer, Manager, Child Care Resources and Training, Massachusetts Office For Children, at (617) 727-8900 ext. 111.*

North Carolina: Local Initiatives Link with Statewide Planning

Initiated by North Carolina's governor, Smart Start is a public/private initiative to help all children in the state enter school healthy and ready to succeed. The initiative provides state funding to local communities to develop a comprehensive, focused approach to meeting the needs of children and families. Grants are provided to local organizations to link government, businesses, and nonprofits to develop collaborative systems and provide community based services. These partnerships bring together parents, child care providers, businesses, community leaders, agencies, and ecumenical organizations to implement locally-determined programs.

Smart Start's strength lies in a statewide infrastructure of support for outcomes, along with local accountability for the collaborations that determine the best approaches for each community in planning for child care and other services that support families. At the state level, The North Carolina Partnership for Children provides oversight and technical assistance for the local partnerships and works with the state Department of Human Resources to set statewide goals and core services. The locally administered partnerships address the needs of families in their communities within the core services framework determined on the statewide level.

Since Smart Start began in 1993, more the 154,000 children have received higher quality early education and care. More than 34,000 families have received child care subsidies, and more than 72,000 children have received early intervention and preventive health screenings.

For more information, contact the North Carolina Partnership for Children at (919) 821-7999, or visit the web site at **http//www.smartstart-nc.org**

Prairie Band Potawatomi: Coordinating Community Involvement in Child Care Programs

On the Prairie Band Potawatomi Reservation in Kansas, tribal government, community, parents, and staff work to provide services that reflect the shared vision of preserving community values. All serve as equal partners on various boards including the Interagency Coordinating Council, Cultural Curriculum Committee, Head Start Health Advisory Committee and Policy Council.

Programs coordinate to maximize resources from multiple funding streams. Child care services are provided through CCDBG funds. The Ben-no-tteh Wigwam (Child's House) serves 46 children and employs 16 staff at the center. The Head Start American Indian Programs Branch (AIPB) provides funding to serve 32 children and their families. The numbers of children served in these programs will increase in spring 1997 when the Early Childhood Education Center is completed as a result of funding from a HUD Community Block Grant. In addition, the Kansas Arts Commission has provided funding for two murals by local Indian artists for the center. The Prairie Band Potawatomi Tribal Council is the governing body for all tribal programs and provides supplemental funding for the new center.

Constant efforts to keep programs visible and community stakeholders informed serves to promote awareness, cooperation, and involvement. One collaborative effort that serves this purpose is the Health Fair that provides screenings and other services by the Indian Health Clinic, Haskell Dental Clinic, Public Health Clinic, and staff from Part H, Child Care, Head Start, Early Childhood-Special Education, and the Parents As Teachers programs.

Community partners support child care services in many ways, including providing training assistance and serving on oversight and coordinating committees. Parents volunteer in child care and Head Start classrooms and senior citizens make shirts and shawls for all children in the programs.

The following are some other examples of collaborations that support child care in the Prairie Band Potawatomi community.

Parent Outreach

In August 1995, a video and book were developed of stories from the Potawatomi people as read by several grandmothers in English and Potawatomi, with illustrations by local tribal artists. The book and video are given to parents of newborns as a project to promote community awareness of the early childhood programs, cultural appreciation, storytelling, and the importance of reading to children. Funding was provided by a grant from the Part H Infant and Toddler Program.

The Traditional Parenting program builds on the strengths of parents as native people. Respected and knowledgeable community members facilitate discussions of traditional ways of parenting and incorporate education in developmentally appropriate practices.

Inclusive Services

Through a cooperative agreement with the school system, an Early Childhood-Special Education Teacher works with Head Start classrooms. The agreement includes supportive services such as speech, physical and occupational services onsite, as specified in the Individual Education Plans. Children under three that have, or are at risk of having, developmental delays are provided services through a Part H Infant and Toddler program.

For more information, contact Jackie Mitchell, Director of Early Childhood Programs for the Prairie Band Potawatomi, at (913) 966-2527, or e-mail at **Mjackie103@aol.com**

Community Partners Plan for School-Age Child Care

Child Care, Inc. (CCI), a child care resource and referral agency, conducted a study of school-age care in New York City. The findings showed that even with the limited resources available, there were some opportunities for expansion being missed. There was no mechanism for bringing together the diverse service providers among the schools and the community to expand school-age services with regard to times available, number of children, or quality of programs. The Community Partners Project seeks to address that need as part of CCI's school-age action agenda.

The Partners Project builds on local expertise and engages new partners in school-age care. Working within a community begins with outreach to explore interest and opportunities for expanding school-age services, and to identify potential leadership and new partners. Meetings are held with school principals and superintendents, as well as parent organizations, school-age care programs, community based agencies, civic groups, elected officials, and the business community.

Phase two of the project is to hold a community partners symposium to encourage awareness of potential resources and networking. Phase three is implementing activities to support partnerships including technical assistance and training, start-up seminars, and consultation with partners on space design, program expansion, and special initiatives. In addition, CCI can offer small planning grants to support the work of the collaborations.

CCI has launched this project with financial support from the business community and from local foundations. The project receives support from the Corporate Council on Out-of-School Time, a local effort of 16 corporations, along with the American Business Collaboration (see "American Business Collaboration Leads Corporate Support," *Child Care Bulletin*, November/December 1995).

Copies of "School-age Child Care: An Action Agenda for New York City," are available for $5 from CCI. For more information, contact Judy Ennes, School-Age Coordinator, Child Care Inc., at: (212) 929-7604, ext. 3012.

Community Collaboration Serves Families who are Homeless

A little over a year ago, it was just a dream: a child care center in a homeless shelter which would provide a stable and educational environment for children while their parents found jobs, participated in training programs, or attended needed treatment services. By fall 1996, the Second Street Learning Center of the Reading-Berks Emergency Shelter had become a reality. Licensed to serve 43 children, the center is the result of broadly based collaborative community efforts in Berks County, Pennsylvania. The center is filled to capacity, serving children who live at the shelter as well as those who live elsewhere in the community. The center has an extensive waiting list, and plans to expand the facility and services are already underway.

Some of the project's first collaborating partners were the Reading School District, the local elementary school, and Kutztown University, which was already operating an after-school tutoring program for children at the shelter. The university funds two student interns and plans to use the center as a student teaching site.

A committee of community partners was convened to champion the project. They first met in December 1995 and the task of seeking funding and volunteers gained momentum.

The shelter was selected to be the 1996 recipient of the Berks County Federation of Women's Club's Federation Day Monies, an annual community fundraising event for a charitable cause. Through strong corporate support from Boscov's department store, special auctions were held which raised more than $44,000 to help fund renovations to the shelter. A local architectural firm helped with planning the renovations and donated in-kind services and paint for a three wall nature mural created by a local artist who volunteered her time. A local carpenter also volunteered many hours to help maximize the renovation funds. Additionally, the Junior League of Reading helped to furnish appropriate equipment and supplies for the center.

Further financial support from the United Way of Berks County, the City of Reading Community Development Block Grant Program, and the Dominican Sisters' Foundation's Poverty, Justice, and Peace Fund helped to hire a Child Care Director and staff. Volunteer support is provided by the Foster Grandparent program of the Berks County Office of Aging. Also, parents who are participating in the shelter's programs commit to providing two volunteer hours a week in the center.

Through these community based efforts, preschoolers in the shelter are now welcomed into a center which provides not only care and educational opportunities, but also much needed stability in their lives.

For more information, contact Modesto Fiume, Executive Director of the Reading-Berks Emergency Shelter, at: (610) 374-4696.

Ecumenical Partnership Increases Supply of Child Care

Diana Jones Wilson

Since 1987, the Rural Center has worked to improve the lives of people throughout the rural areas of North Carolina, with an emphasis on low to middle income families. To address a growing need for accessible, affordable, quality child care, the center convened members of the religious community to form the state's first ecumenical partnership for children to help in developing the Church Child Care Initiative.

The initiative seeks to increase the number of church sponsored programs available to children, with an emphasis on helping children from poor families eligible for, but not currently receiving help from, Head Start and other public programs involved with child care. The advisory board for the initiative represents the leadership of 12 denominations, the Duke Endowment, Duke University School of Theology, and the N.C. Council of Churches. The initiative's technical assistance committee includes 15 agencies involved in child care.

The initiative proceeded in several stages. A statewide Church Child Care Policy Forum for religious leaders was convened. Then a workshop series for churches interested in developing child care programs was offered across the state. The next year, the Rural Center and the Duke Endowment sponsored a statewide Church Child Care Conference. It featured the release of the publication, *A Child at the Door: A guidebook for starting a child care program in your church.*

The initiative's ongoing technical assistance program offers training in the areas of child care services, certification and administration of programs, business finance, and partnerships with family child care homes.

Through its efforts, the Church Child Care Initiative has established a broad base of support and assistance from ecumenical leadership across North Carolina, child advocates, service providers, administrators, and policy makers to help ensure that families in the most economically distressed communities have access to child care.

Diana Jones Wilson is the Senior Policy Associate for Human Resources for the Rural Center. For more information, or to obtain a copy of A Child at the Door *(available for $35), contact Diana at: (919) 250-4314, fax: (919) 250-4325, or e-mail:* **diwilson@MindSpring.Com**

Making It Happen . . .

Atlanta's Inn for Children Provides Care During All Hours

Hospitality industry and community leaders are celebrating the opening of Atlanta's Inn for Children, a 24-hour, seven-day-a-week, child care center and family resource facility. It will serve 250 children and provide comprehensive family services and child development educational programs to as many as 1,000 families of downtown workers. In addition to providing child care during non-traditional hours, the center will offer parent education workshops, nutrition counseling, immunization services, and a "Get Well" facility for mildly ill children.

The idea initially arose as Rosemary Strong, a Marriott Human Resources Manager, identified an unmet need for child care services for hospitality industry employees. She contacted AmeriCare, a company specializing in employer-sponsored onsite child care. She also coordinated meetings with other hotels to discuss the possibility of working together to address this need. The concept evolved and the project was officially initiated in 1993 by Central Atlanta Hospitality Childcare, Inc. (CAHCI), as a collaborative effort of the Atlanta Marriott Marquis and Marriott Suites Midtown, in partnership with the Omni Hotel at CNN Center, and the Hyatt Regency Atlanta Hotel.

Community support for the facility has been strong in several ways. Planning grants were provided by the state and the Metropolitan Atlanta Community Foundation. Additional financial support was contributed by the Georgia Childcare Council and local foundations. Community leaders, including the mayor, became actively involved in supporting the project. The Board of Directors of CAHCI now includes the Executive Director of Atlanta Downtown Partnership, the President of Georgia State University, the Manager of Community and Government Affairs for Kaiser Permanente, and the Chief Executive Officer of the YWCA of Greater Atlanta. Fulton County Commissioner, Nancy Boxill, serves as the project's Executive Director.

The difficulty in finding quality child care during non-traditional hours is an emerging issue nationwide. The majority of child care services are designed to accommodate a five-day, 9 am to 5 pm work schedule. As the nation moves increasingly toward a service-based economy that depends on a higher proportion of shift workers, the need for child care during non-traditional hours will continue to rise. Creative solutions like Atlanta's Inn for Children will help to ensure that all children have access to quality care during the hours that their parents are at work.

For more information, contact Nancy Boxill, Executive Director of Atlanta's Inn for Children, at: (404) 320-9598.

Healthy Child Care Update: Maternal and Child Health Bureau Grants

The Maternal and Child Health Bureau (MCHB) is providing funds to 46 states and territories to support 3-year Health Systems Development in Child Care (HSDCC) projects. Grantees will receive $50,000 per year for the project period.

The HSDCC program's goal is the development of a common vision in states for healthy and safe child care environments through the establishment and maintenance of health care and social support systems. Each project will provide a vehicle for state and community investments in systems development, service integration, and child care capacity development. The program builds upon the national Healthy Child Care America Campaign, implemented in 1995, and a 10-step *Blueprint for Action* developed by the Child Care Bureau and the Maternal and Child Health Bureau. Several federal partners will be working with the Child Care Bureau and MCHB to provide technical assistance to the grantees.

Applicants included state departments of health, human services, child care, and educational entities, as well as national professional organizations. Proposed activities include the formation of statewide Healthy Child Care campaigns, activities focused on one or more areas in the *Blueprint for Action*, such as children with special health care needs, mental health services, and the training of child care providers in health and safety.

To learn more, contact M. Jane Coury, Nurse Consultant and Lead for Health and Safety in Child Care, MCHB, at: (301) 443-4566.

What's New at the National Child Care Information Center?

The National Child Care Information Center recently celebrated its second anniversary, and there were many things to celebrate! We have answered more than 5,000 requests. In addition, our home page on the World Wide Web has been an enormous success, with over 50,000 visitors in 1996.

Through a workgroup with national organizations, representation at regional meetings sponsored by the Administration for Children and Families and many collaborative activities, we have been able to gather a range of information for dissemination. These linkages have been the foundation for the depth of national, state and local resources we have made available to requestors.

NEW

In the future, we plan to further these activities using some new tools. An electronic database of the resources at the NCCIC is in the final stages of development. State profiles, including demographic information and contact information for a number of state agencies are being developed and will be placed on our Web site. Many new publications will soon be available, including *Passages to Inclusion*, a technical assistance monograph on including children with disabilities in child care.

The address for the NCCIC Home Page recently changed, and we can now be found at <***http://ericps.crc.uiuc.edu/nccic/nccichome.html***>. We have made many other changes recently as well. New sections have been added, old sections have been expanded, and we have won an award!

LookSmart

The NCCIC Web page was awarded an Editor's Choice Award by LookSmart, a part of Reader's Digest. The award is given only to sites that meet strict standards of editorial and content quality. To view other work and family sites that meet these standards, visit the LookSmart site at **<http://www.looksmart.com>**.

Visitors to the HomePage can now find a section titled "Child Care Research." This section contains full text versions of recent publications. A second new section is "Internet Resources on Child Care and Welfare Reform." Links are made to a number of organizations that have collected information on child care activities in state welfare reform efforts.

NEW

The *NCCIC Internet Guide* is now available in full text on the NCCIC Web site. The *Internet Guide* includes "hot links" to all the Web sites included in the *Guide*. These links will be updated as necessary and new links will be added to keep the information useful. As with the other documents on the Home Page, visitors are encouraged to download the information and share it in a print format.

We welcome your comments, additions or recommendations for submissions for the NCCIC Home Page. If you have any questions or comments, please contact Danielle Ewen, Researcher at: (800) 616-2242 or by e-mail at: **dewen@acf.dhhs.gov**

The National Child Care Information Center is sponsored by the Child Care Bureau, Administration for Children and Families, Department of Health and Human Services and is the Adjunct ERIC Clearinghouse for Child Care.

With each issue, the Child Care Bulletin *highlights resources available to the child care community. We encourage providers, parents, administrators, and other readers to share knowledge of what is available so that we may pass it on to the field.*

Publications

➢***Young Children and Their Families Who Are Homeless: A University Affiliated Program's Response***
Tawara D. Taylor and Marisa C. Brown

Prepared by the Georgetown University Child Development Center (GUCDC) through funding from the Administration on Developmental Disabilities, this monograph describes an initiative to address the developmental needs of young children who are homeless and provide services for their families. It includes characteristics of the children and families served, approaches for identification and referral, and successful interventions. (Available from the GUCDC at: (202) 687-8807).

➢***Critical Needs, Critical Choices: A Survey on Children and Families in America's Cities***
National League of Cities (NLC)

This 1996 report highlights results of a 780-city survey concerning needs of children and families in cities, with child care and attention to risky behavior by youth being among the most prominent. It features municipal government involvement, community collaboration, and financing strategies. (Available for $15 from NLC Publications Center at: (301) 725-4299, fax: (301) 206-9789).

➢***Know Your Community: A Step-By-Step Guide to Community Needs and Resources Assessment***
Bryan Samuels, Nilofer Ahsan, and Jill Garcia

A manual and computer diskette that provides guidance on how to obtain information about community needs and resources. Designed with both the novice and the experienced planner in mind, the guide includes examples, tools, and concrete steps for establishing a planning team, defining boundaries, developing a statistical profile, identifying assets and resources, and setting priorities. (Available for $32.50 from the Family Resource Coalition at: (312) 341-0900, fax: (312) 341-9361).

➢***Promising Partnerships: How to Develop Successful Partnerships in Your Community***
National Head Start Association (NHSA)

This resource guide provides practical advice on developing community partnerships, including partnering techniques, examples of successful efforts and lessons learned by those who have forged partnerships between Head Start and organizations in their communities. (Available from the NHSA at: (800) 687-5044).

➢***CITY KIDS COUNT Data Book***
Annie E. Casey Foundation

This new resource provides data on 10 key indicators of child well-being in the nation's 50 largest cities. The report is part of the Casey Foundation's efforts to increase public awareness about the educational, social, and economic status of America's children. The centerpiece of this effort is the annual publication of the *KIDS COUNT Data Book*, which presents state-by-state and national data on children's well-being. The next edition will be released in May, 1997. (Both reports are available from the Annie E. Casey Foundation at: (410) 223-2890).

➢***Building Communities From the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets***
John P. Kretzmann and John L. McKnight

This guide to "asset-based community development" summarizes lessons learned from successful community building initiatives in neighborhoods across the country. It covers 5 key steps of the community mobilization process: mapping assets, building relationships, mobilizing for economic development and information sharing, convening the community to develop a vision and a plan, and leveraging outside resources to support locally driven development. (A video, *Mobilizing Community Assets*, and a series of workbooks are also available from ACTA Publications at: (800) 397-2282, fax: (800)397-0079).

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Internet access to ACF and the Child Care Bureau:
http://www.acf.dhhs.gov
choose *ACF Programs and Administrative Services*

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Next Issue:

Innovations in Child Care Consumer Education

Please send articles or ideas for future issues to the Editor, **Child Care Bulletin.**

Please circulate or photocopy the **Child Care Bulletin** *for maximum distribution*

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CHILD CARE BULLETIN

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Consumer Education Efforts Promote Quality Child Care

The goal of child care consumer education is to provide information to parents so that they may select quality services that meet their personal and family needs. The child care system depends on informed consumers in order to function efficiently. The ability of informed parents to select high quality arrangements from an array of choices is essential. Since parents of all incomes are using child care in increasing numbers, consumer education efforts are critical to improving access to quality, affordable care. It is through a combination of individual consumer education and public awareness that parents will seek and assess child care, and eventually increase the demand for high quality care.

To highlight this critical issue, the Child Care Bureau sponsored a national leadership forum in February 1997 on "Innovations in Child Care Consumer Education." It was attended by more than 160 participants, including parents, providers, representatives from states, federal and local governments, national organizations, resource and referral agencies, media consultants, and consumer groups. In her welcoming remarks, Leslie Byrne, Director of the U.S. Office of Consumer Affairs, spoke of the shared "mission of empowering consumers with information." The day was devoted to presenting and discussing child care resource and referral initiatives, public awareness strategies, marketing campaigns, and consumer education research so that states, territories and tribes can develop consumer education strategies that are effective, useful, and relevant.

Child Care Aware, a nationwide initiative focused on consumer education, has identified eight key principles for designing these efforts. Successful project designs include:

- ☆ outreach to targeted audiences;
- ☆ respect for parents' perspectives;
- ☆ feedback from consumers;
- ☆ the importance of trust;
- ☆ an understanding of adult learning;
- ☆ linkages between consumer education and other family issues;
- ☆ engaging community partners; and
- ☆ partnerships that build upon the strengths of resource and referral programs and public agencies that serve low-income parents.

Innovations that build on these eight key principles are included in a new publication, *Promoting Quality Child Care: Innovations in Child Care Consumer Education*. The draft document was prepared for the Child Care Bureau by Child Care Aware for preliminary distribution at the forum. A final version of the publication will be available from the National Child Care Information Center in summer 1997.

This issue of the *Child Care Bulletin* describes a variety of approaches to consumer education. It examines the importance of parents' perspectives, the elements of effective outreach efforts, public awareness, and the strong link between consumer education and promoting quality child care.

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Innovations in Child Care Consumer Education

U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Child Care Bureau

Public Awareness Strategies for Getting the Message Out

Laurie Miller

As welfare reform puts new responsibilities on states, business and community leaders, parents, and the general public need to become mobilized and engaged in policy decision making processes to ensure that those moving from welfare into the workforce and the working poor get help in bridging the gap between what they can afford and what good quality child care costs.

The Child Care Action Campaign (CCAC) is a national coalition of individuals and organizations that support the development of policies and programs to increase the availability of quality, affordable child care. The CCAC uses the following strategies to "increase the volume" of the voices supporting quality early care and education, and to get information disseminated to consumers, business leaders, policy makers, and others through the media and through community engagement efforts.

❖**Child care financing symposia** increase the visibility, number, and impact of state and local community-business partnerships working to improve child care. With a state partner, CCAC creates and supports community-business teams that commit to improve child care quality and expand supply in the year following a CCAC Financing Symposium in their state. A symposium unites state and national vision, expertise, and resources for improving child care. At the same time, it offers assistance that is tailored to support local community-business partnerships.

❖**Business leadership roundtables** in cities and communities inform business leaders of the issues in early care and education. Roundtable discussions link business leaders' concerns for competitiveness and productivity, workforce development, and school readiness with the need to improve early care and education. Through this process, business leaders are encouraged to develop initiatives to increase private sector involvement in community-based programs.

❖**Editorial board visits** are coordinated with the business leadership roundtables to call attention to their efforts and to the experiences of business leaders supporting improvements in early care and education. Business leaders and child care experts meet with the editorial board of local newspapers to discuss the need for public and private investment in early care and education. Such meetings have resulted in editorials in several of the country's leading papers.

❖**An information press kit** is available for reporters and others who need to be informed of the breadth of early care and education issues and the views of experts. The kit can be used by organizations as background material for their own media outreach efforts.

Laurie Miller is a Program Associate for the Child Care Action Campaign. To learn more, contact Laurie at: (212) 239-0138, or e-mail at: **HN5746@handsnet.org**

Using the Internet to Increase Consumer Awareness

Pat Spahr

The National Association for the Education of Young Children (NAEYC) has launched a World Wide Web communications campaign to help build parents' and the public's understanding of the importance of high quality early childhood education. Biweekly *Early Years are Learning Years* news releases on a variety of topics aim to increase awareness of the critical role of early childhood programs. Individuals are encouraged to participate in the campaign by downloading the releases from the web site, reproducing and distributing them in these ways:

- use them for parent handouts and in newsletters;
- submit them to community newspapers;
- distribute them at libraries, community centers;
- leave copies at toy stores, doctors' offices, and other places where parents will see them.

The *Early Years are Learning Years* page is one of the most popular on the NAEYC web site. As campaign participants disseminate the releases to local newspapers, university bulletins, and to parent publications, they educate the public on what to look for in a quality program, and how to support families to help their children learn and grow.

The NAEYC posts *Early Years are Learning Years* releases in the "Public Policy" section on the NAEYC web site. The articles can either be viewed or downloaded to electronically "cut and paste" for parent newsletters, or as already formatted one-page fliers. Information on how to access the *Early Years are Learning Years* releases in the different formats is available at the website.

The NAEYC encourages those who do not have access to the World Wide Web to find a friend who does, or to check with a community library or local resource and referral agency which may be able to access the information. The NAEYC can also e-mail or fax the *Early Years are Learning Years* news releases to organizations and individuals.

Working together to disseminate information, we can all give families the knowledge they need about quality care and education to make a difference in children's lives.

Pat Spahr is the Director of Information Development for the National Association for the Education of Young Children (NAEYC). To learn more, see the NAEYC web site at: **<http://www.naeyc.org/naeyc>** *or send e-mail to:* **jnewberger@naeyc.org**. *To receive a biweekly fax copy of the* Early Years are Learning Years *news releases, send a request by fax to: (202) 986-9706.*

Parents' Perspectives: Researching the Impact of Consumer Education Initiatives on Parents' Choices

Christine Ross

To learn about a range of child care consumer education practices, Mathematica Policy Research, Inc. interviewed child care administrators in 23 large cities (15 states) as part of the planning effort for the Expanded Child Care Options (ECCO) Demonstration, a project sponsored by the Rockefeller Foundation. The Mathematica Policy Research staff conducted telephone and personal interviews with staff members of local agencies that administer child care subsidies, offer child care information and referrals to parents, and provide technical assistance and training to providers. The cities included in the survey are not necessarily representative of child care consumer information practices in all large U.S. cities, but they effectively illustrate a variety of approaches.

The study found that low-income families seek the same features that all families want in a child care setting: safety for their child and the warmth of a caring provider. However, low-income families face more severe constraints, including limited income, jobs with inflexible and nonstandard schedules, an insufficient supply of formal child care, and a lack of other adults in the household to assist with work and childrearing responsibilities. These constraints make the search for child care more difficult. Because low-income families may also have low literacy levels and a limited amount of time and income to spend searching for child care, consumer education initiatives for low-income families must be designed carefully to meet their needs.

Promising Consumer Education Strategies for Low-Income Families

Based on the interviews with child care staff, several approaches to consumer education were identified that could be particularly effective with low-income families:

Parent Information that Addresses the Needs of Low-Income Families. Public assistance staff who have worked with welfare recipients understand the concerns and problems these families face; they produce informative materials that families can understand; and they are willing to consider and discuss informal child care, which may be the most stable child care option for a parent with a nontraditional or constantly changing work schedule. Some additional topics for materials that could be helpful for low-income parents might include an explanation of the changes in eligibility for child care subsidies that parents should anticipate as their circumstances change, their income increases, or as certain time limits expire.

Intensive Parent Information Services. Child care counselors take extra time to give parents information about child care options and how to evaluate a child care setting. Counselors give parents a list of providers to contact who have confirmed vacancies, and they follow up by telephoning the parent to make sure that child care was arranged or to give further assistance as needed. Most child care resource and referral agencies (R&Rs) already offer these "enhanced referral services" to corporate clients; some also extend these services to low-income families.

Information that Distinguishes Poor-Quality and Good-Quality Providers from the Rest. Several resource and referral agencies have begun to improve information available from their databases by identifying variations in the quality of care. These approaches are designed to increase incentives to providers to offer high-quality child care by helping parents to identify providers and programs more likely to offer such care. In Seattle, Washington and Jacksonville, Florida the resource and referral agencies have established voluntary systems to identify in their referral databases certain child care providers who meet objective criteria for quality that are set either by the agency, by a local subsidy program, or by a professional accreditation system. In Jacksonville, child care providers can receive training and on-site technical assistance from the resource and referral agency in exchange for frequent monitoring to ensure compliance with the higher quality standards.

Co-located and Universal Child Care Consumer Education and Financial Assistance Services. The most convenient arrangement for parents is to be able to apply for child care subsidy programs and obtain information about choosing child care at the same time. An advantage of using a resource and referral agency for both services is that any parent in the community who is searching for child care may utilize the services of the agency. Thus, even after the family's eligibility for subsidy ends, the parent can return to the same agency for help in finding child care that meets their needs.

Christine Ross is a Senior Economist for Mathematica Policy Research, Inc. For more information, contact Christine at: (202) 484-9220, or e-mail at: **Cross@Mathematica-Mpr.com**

Child Care Aware: Help in the National Consumer Marketplace

Denise Fogarty

Every day, millions of parents face the most important consumer decision they will ever need to make -- choosing child care for their children. Focus group research has revealed that this consumer decision is challenging for many families because:

★ Parents feel isolated when looking for child care and report that they usually do not know what they are looking for at the outset of their search.

★ Parents often go only to other parents, relatives, coworkers, and friends for advice on choosing child care and base their decisions on information that is anecdotal and limited.

★ Most parents are not aware of the availability of child care resource and referral (CCR&R) services.

Child Care Aware's leadership, including the National Association of Child Care Resource and Referral Agencies, the Child Care Action Campaign, the National Association for Family Child Care, and founding sponsor, the Dayton Hudson Corporation, have embarked on an initiative utilizing a consumer marketing approach to help families and to help resolve this child care dilemma. The basis for the initiative includes the following rationale:

★ Marketing principles reveal that multiple (a minimum of three to six) contacts with a consistent message are required to cause action.

★ To reach parents everywhere with the messages and frequency required to change attitudes and behavior, parents must be reached on their "own ground," the consumer marketplace. For example, the national Child Care Aware toll-free information telephone number, (800) 424-2246, which refers parents to their local resource and referral agency, must be accessible through popular media and wherever parents go for shopping, dining, personal services, health care, recreation, transportation, worship, and any other activities.

★ It is hard for parents to make a match between public messages and their ongoing need for child care, particularly as their needs change. Child care resource and referral services bridge the gap between the public awareness messages about quality child care and a parent's own situation and changing needs. When local resource and referral programs are as familiar to parents as the yellow pages, parents will know where to turn for help whenever they need it.

Child Care Aware's mission is to ensure that every parent has access to good information about finding quality child care and resources in their community through national consumer marketing, and by raising visibility for local child care resource and referral programs. Child Care Aware works to accomplish this mission by building consumer awareness on a national level and promoting access to information from child care resource and referral programs on the local community level (see "Child Care Aware: Improving Quality in Family Child Care," in the *Child Care Bulletin*, March/April 1996).

One of Child Care Aware's goals is that every parent will come into contact with its messages in a variety of places: inside cereal boxes, diaper boxes, on milk cartons, on tags for children's clothing, at their health care facilities, and in various types of media. The cornerstone of the initiative, as with most other state and local consumer education efforts, is the dual approach which ties direct consultation through one-on-one resource and referral services, classes, and other community based contacts, together with public awareness through marketing and communications strategies.

The initiative is a major effort to create a marketplace of informed parents who make better child care choices and increase the demand for quality child care.

- Child Care Aware's toll free information line, (800) 424-2246, provides callers with information to help connect them with their local child care resource and referral agencies.

- Child Care Aware has several consumer education resources: a strategies guidebook, research reports, *Parents Speak About Child Care*, and a resource catalog. To request any of these materials, contact Child Care Aware at: (507) 287-2220.

Denise Fogarty is the Program Director for Child Care Aware. For suggestions of how the national effort may be helpful in states or communities or to obtain other information, contact Denise at: (507) 287-2220.

Bright Dreams: A Child Care Consumer Education Program for Reaching Parents-to-Be and New Parents

Barbara Fedoroff

Programs for Parents is implementing a Child Care Aware consumer education program focused on parents-in-waiting and new parents. The program conveys a message about quality child care to parents attending Lamaze method and parenting classes, and through closed-circuit television in the maternity departments of four large hospitals in Essex County, New Jersey.

Programs for Parents, in collaboration with the Newark Office for Children and the County of Essex, designed the program to reach parents when they are the most receptive to this information, in the late stage of their pregnancy or just after the birth of their baby. At that time, parents are especially open to information that helps them give their child the best possible start in life. The Bright Dreams program capitalizes on this by presenting a brief video showing scenes of quality child care activities and programs. It was filmed at a Montclair State University child care center, which is accredited by the National Association for the Education of Young Children (NAEYC), and also at the home of an experienced family child care provider. The video includes segments with parents describing why they chose their caregiver, along with charts of what is important to look for when seeking quality care.

Accompanying the video is a newsletter published in English and Spanish that provides information about quality and a checklist for evaluating infant care options.

The need for this type of consumer information was identified by Programs for Parents staff who created an outline for the program and invited input from hospitals in the county. The four with the highest annual birth rates responded and helped to determine how to use the video in hospitals to reach parents. They also agreed to distribute the newsletter, *Child Care Matters*, in their maternity exit packages.

A draft version of the video was presented to several groups of parents, family child care providers, staff members, and the hospital committee. The producers also attended the meeting, to be responsive to suggestions. Input from providers and parents was also incorporated into the newsletter and checklist.

The Bright Dreams program is being enhanced with a media campaign that includes public service announcements, press releases, and bus advertisements. Campaign materials are produced in both English and Spanish. Local television stations that broadcast to a primarily Latino audience have expressed interest in designing a program around the video. Cable television stations have also recently expressed similar interests.

The success of the Bright Dreams program is largely due to obtaining input from a variety of audiences. Their involvement helped to define the final product, which is being well received by parents, hospitals, and the media.

Barbara Fedoroff is the Executive Director for Programs for Parents, Inc. To learn more, contact Barbara at: (201) 297-1114. For availability of Bright Dreams consumer education materials, contact Donna Taaffe, Public Relations Director, at the same telephone number.

California Study Reveals Data About Child Care Consumers

Communities need reliable data for making decisions about how to maximize resources and meet the child care needs of families. A new study, *The California Child Care Portfolio*, provides a county-by-county profile of child care consumers' needs and an analysis of the demand and supply of licensed care in California. The study, based on a survey of 38,000 providers and an analysis of 45,000 requests for care, offers a snapshot of the state's child care system, including the spaces and hours available, costs, and ages of children served. It is an informational resource for state and local decision makers as they address issues that affect the availability of care.

Among its findings, the study indicates a need for more infant care. Only 4 percent of the available space in the state's licensed centers are reserved for very young children, yet 36 percent of parents inquiring with resource and referral agencies are seeking infant care. "We've always known that it is difficult for parents to find infant care; now we have precise data that shows how tough it is for parents to locate care for children under two," said Patty Siegel, Executive Director of the California Child Care Resource & Referral Network in San Francisco, which conducted the study. Other findings revealed that only 2 percent of centers offer care during nontraditional hours such as evenings and weekends; and that a single parent moving off welfare to work in a minimum wage job may spend 50 percent of her income on care for a child 2-5 years old, or nearly 68 to 90 percent of her income for infant care.

The Network represents 60 local resource and referral agencies. The study data reflects the agencies' close association with parents and providers as they work to educate consumers and decision makers about child care issues.

For more information, contact the California Child Care Resource & Referral Network at: (415) 882-0234.

ECCA Child Care Initiatives Across the Country

Alabama: Employers' Alliance Supports Quality Care

In 1993, several employers in Lee County, Alabama, along with Child Care Resource Center, Inc. and the Opelika and Auburn Chambers of Commerce, sponsored a symposium to assist employers in developing family friendly benefits and addressing child care concerns of employees. Following the symposium, the Employers' Child Care Alliance (ECCA) was formed. The group now includes 17 employers from service, industry, manufacturing, and local government and it represents more than 12,000 employees.

A survey conducted by the group indicated that parents' most common child care concerns were:

- Care for Children Whose Parents Work Non-Standard Shifts
- Care for 10-14 Year Olds
- Information and Referral Services
- Quality of Child Care
- Care for Mildly Ill Children

Action plans were developed to address these concerns, and implementation funding was provided by employer contributions and grants from the Alabama Civil Justice Foundation and the Department of Economic and Community Affairs of the Governor's Office.

One of ECCA's initiatives is the Quality Enhancement Partnership which funds training for child care providers and assists centers working toward accreditation through the National Association for the Education of Young Children (NAEYC). The ECCA also feels strongly that lasting enhancements in the quality of care will come when consumers demand it. For this reason, another major ECCA effort is consumer education through enhanced resource and referral services. Some specific consumer education efforts will include:

- Brochures, newsletters, and work place seminars on topics such as indicators of quality child care;
- A media campaign of advertising by newspaper, public service announcements, cable television, and billboards;
- Brief videos for use in places where parents may spend time waiting in a lobby, such as in public agencies and medical offices, and also for use in presentations to community and civic groups;
- Development of inexpensive paper placemats with messages about quality child care for use in family restaurants.

As an ECCA employer states, "The workers I am trying to hire today were in child care when I started this business 15 years ago." The ECCA's efforts and support of quality child care are a good investment in the productivity and stability of the current workforce, as well as in the future of their businesses and the community.

To learn more, contact Gail Piggott, Manager of the Employers' Child Care Alliance, at: (334) 749-8400.

Colorado: Consumer Education - So Much More to Know

Colorado has operated a statewide child care resource and referral system since 1991. The experience of assisting families with questions about child care revealed that they also need information on other family related services such as health care, respite care, and parent education. Through its comprehensive data base of health and human service programs, the state resource and referral system actively works to blend consumer education services for families. Support for these services comes from Family Preservation/Family Support, Part B and H funding from the state Department of Education, Maternal and Child Health Bureau, Developmental Disabilities Planning Council and others. Organizational structures of state agencies have supported the broadened information services.

For more information, contact Gail Wilson, Executive Director of the Colorado Office of Resource and Referral Agencies (CORRA), at: (303) 290-9088, e-mail at: **HN4770@handsnet.org**
Visit the CORRA web site at: **http://www.sni.net/child_care/**

Illinois: AmeriCorps Links Parents with Quality Information

Since the fall of 1994, the Illinois ChildCorps project has brought the creativity and energy of about 25 AmeriCorps members to the state's community based resource and referral agencies (see "AmeriCorps and School-Age Child Care," *Child Care Bulletin*, March/April 1995). Recruited from the communities they serve, ChildCorps members are helping to weave child care consumer education into the fabric of their communities.

They have extended the consumer education outreach of resource and referral agencies by establishing new partnerships, developing publications, providing one-on-one consultations to parents, and promoting professional recognition of child care providers.

Partnerships

ChildCorps members talk to parents about child care and resource and referral services at a variety of community settings, including developmental screenings in public schools, "agency days" in McDonald's restaurants, and at family oriented fairs. One ChildCorps member assisted a public school with establishing a resource room for parents and providers. Another is entering immunization data from seven centers using software from the local health department. This helps centers to notify parents when their children's next immunization shots are due.

AmeriCorps Links Parents with Information, continued...

Publications

Committed to not only establishing, but also maintaining quality child care arrangements, ChildCorps members created a flier for parents to use once they have selected a caregiver. It reminds them of the importance of "consistent child care," from a provider who is "kind and caring." One member also wrote a child care article for a local Family Gazette. The newspaper staff then decided to make a child care column from the resource and referral agency a regular feature in the publication.

Professional Recognition

ChildCorps members support centers and family child care professionals in several ways as they work toward accreditation. At one of the resource and referral agencies, once a family child care home or a child care center achieves accreditation, the ChildCorps member writes to the parents of all the enrolled children, praising the accomplishment and enclosing a picture frame magnet inscribed with "My Child Goes to An Accredited Child Care."

At resource and referral agencies all across Illinois, ChildCorps members help to increase their communities' understanding of quality child care while they live up to their AmeriCorps pledge to "get things done."

To learn more, contact Lee Kreader, Statewide Child Care Resource and Referral Director, Illinois Department of Children and Family Services, at: (312) 793-5641, or send an e-mail message to: **lkreader@pop.state.il.us**

Maryland: Consumer Education Helps Teen Parents to Locate Quality Child Care

CHILD CARE CONNECTION

Finding child care is complicated enough for most parents, but teen parents face additional challenges. As the resource and referral agency for Montgomery County, Maryland, Child Care Connection has assisted teen parents in finding child care.

Through CCDBG funding, Child Care Connection has published *"A Teen Parent's Guide to Child Care,"* a brochure specifically for these young parents. The brochure uses an easily read format to describe the steps in finding and keeping child care. A jargon-free checklist for identifying quality child care is included. During its development, teen parents were asked to read the brochure and comment on its readability, length, and usefulness. Revisions were made based on their feedback. The brochure was also translated into Spanish, with some changes made in content based on the cultural context.

Child Care Connection mails the brochure to parents along with referral information. It is also distributed during school-site seminars and provided in quantities to school and community personnel who work with teen parents.

Child Care Connection works with school teams in four of the county's 21 high schools. The interdisciplinary teams assist pregnant and new teen parents in accessing medical care, financial subsidies, and child care. Teen parents are referred to Child Care Connection by the school teams. At the remaining high schools, the school nurses are usually the source of referrals.

Through the efforts of Child Care Connection, teen parents are receiving the support and knowledge they need to be better parents and better informed child care consumers.

For more information, contact Carol Walsh, Executive Director, Child Care Connection, Inc., at: (301) 279-1773, or e-mail at: **HN7198@handsnet.org**

Washington: Coalition Educates Consumers in Rural Areas

The Northeast Tri-County Health District, in coordination with Tri-County Family & Child Care Referral and other local agencies, has begun a Parenting Coalition for the rural areas of Stevens, Ferry, and Pend Oreille counties in Washington state. The rural areas served also include the lands of the Kalispel Tribe of Indians and the Colville Confederated Tribes.

Educating community members is important to each participant in the Parenting Coalition. There are representatives from child care services, home school support groups, the library system, Head Start, preschools, and nutrition information service agencies within the county-based groups. Each county is focusing on the particular issues that are most important to its residents and each group has its own specific mission statement and goals. The common purpose of the Parenting Coalition is to provide parents with information, support, and resources. The outreach effort to parents is accomplished through contacts with child care providers, libraries, the health district and other service agencies participating in the Parenting Coalition.

The health district is working with the county-based groups to develop a web site, a trainer's directory, and a quarterly calendar of seminars, workshops, and events for children and parents. Other planned activities include one-on-one sessions with parents to address specific needs, workshops for parents to learn about activities that are developmentally appropriate for children in specific age groups, training seminars, and informational materials.

This project is a collective effort by community members seeking ways to educate parents about child care and other issues, and to support parents to be effective in their various roles.

For more information, contact Jamie Baskin, Program Director, Tri-County Family & Child Care Referral, at: (509) 445-2424, or e-mail at: **ruralnet@povn.com**

Consumer Education in the Neighborhood

Pennsylvania's statewide family child care association and the Delaware Valley Association for the Education of Young Children (DVAEYC) have worked together on a Child Care Aware consumer education project. The two organizations, which are also partners in a regional accreditation support project, took this opportunity to explore some issues raised by consumer education research: 1) often parents do not understand the value of accreditation and professional development of their child care providers and 2) many parents rely on the "word-of-mouth" parent network as their information source.

The DVAEYC worked with a group of National Association of Family Child Care (NAFCC) accredited providers in a low-income neighborhood in Chester, Pennsylvania. The focus was on the critical role of "word-of-mouth" networks in consumer education and on helping accredited family child care providers to see themselves as child care consumer educators.

Providers participating in this project were encouraged to talk with parents about quality and the importance of accreditation. The providers were encouraged to use the Child Care Aware brochure, *Give Your Child Something That Will Last a Lifetime...Quality Child Care*, and to note the section that explains why parents should look for accredited programs. Each provider was given a supply of brochures to personalize with their own contact information.

The strategy was simple: to tap into the "word-of-mouth" network as a mechanism for conveying information about quality child care. Accredited providers would give the brochures to enrolled parents, who could use them when speaking to friends seeking child care. Providers also gave brochures to parents who inquired about child care openings.

It did not take long for the providers to begin receiving calls from parents seeking *accredited* child care. The focus on accreditation also influenced the provider community. Seven more providers from the neighborhood are participating in the accreditation project.

These are a few of the child care consumer education lessons learned through this project:

Parents learn about child care primarily through their everyday experience. Whether they have a positive experience with a quality child care program, or a differing experience with an under-skilled provider, parents pass this information on to others through the informal "word-of-mouth" network.

Parents learn about child care in the context of relationships. This project revealed that parents seeking child care responded well to the information about quality that they received from providers and from peers using accredited programs. As parents inquire about accreditation when contacting providers, they begin to increase the demand for accredited programs.

Providers have a lot of knowledge to offer parents about good quality care. Providers who participated in this project reported that it enhanced their sense of professionalism. They wanted parents to value their accreditation and understand what quality child care is and why it matters.

"Word-of-mouth" is a powerful consumer education and marketing force. This project showed that it is possible to work with the "word-of-mouth" network to be an informative resource for child care consumer education.

To learn more, contact Alison Lutton, Delaware Valley Association for the Education of Young Children (DVAEYC), at: (215) 963-0094.

Discussing Quality Issues with Parents Who Already Have Child Care

Question: How do you inform parents about quality issues when they may believe that they already have good child care services?

Answer: By working with people parents trust, respecting their values and concerns, and by finding out what grabs their attention.

Initiatives For Children, Inc. in Houston, Texas, focused on 1,600 parents for a Child Care Aware consumer education project. The goal was to increase parents' demand for quality in their child care programs.

An essential element of the project's success was that it reached parents whose caregivers participated in projects of the local business collaboration, Corporate Hands (see "Involving the Private Sector in Planning for Child Care Systems," *Child Care Bulletin*, January/February 1997). Corporate Hands provides funds for training, educational equipment and supplies, and expansion of programs serving infants, toddlers, and school-age children. This connection gave the Initiatives For Children staff a link to parents through 260 child care providers and 30 employers.

Parents were invited to their child care center to plan how to spend a Corporate Hands equipment grant. More than 340 parents attended the 52 meetings which generated discussions about parents' concerns, appropriate activities and toys, indicators of quality, and the meaning of accreditation. Initiatives For Children also involved parents in their child's program by talking with caregivers about training and volunteering to help with tasks such as raising money and building play equipment. The project also gave parents newsletters about quality care and early learning.

A year-end survey showed that parents now feel that they have a better understanding of how children learn and of the link between provider training, accreditation, and good quality care.

For more information, contact Jeanette Zey, Development Director, Initiatives for Children, Inc., at: (713) 840-0948, ext. 113.

Growing Up With Someplace To Go: Consumer Education Campaign Empowers Parents to Choose Quality Child Care

Elizabeth Bonbright Thompson

Across the nation, parents from all income levels are grappling with the difficult decisions involved with finding and maintaining quality care situations for their children. The search is never easy and the solutions always involve compromises between family and work. However, there appears to be a growing awareness of both the stress of finding quality care and of the significant role child care and youth programs play in the social and economic health of our society.

Recent media attention has highlighted brain research which documents the importance of quality interaction with a child from birth through age four and the brief window of opportunity for stimulating specific brain development. Working parents tend to acknowledge the extreme vulnerability of this age group and understand the necessity for placing their infants, toddlers, and preschoolers in the care of responsible adults.

Unfortunately, this recognition of the importance of adult supervision often does not extend as fully to school-age children. Many parents choose (or feel compelled by economic limitations) to allow their five to fourteen year old children to stay home alone, or under the care of another school-age sibling, before and after school hours while their parents are at work.

In 1995, the Washington State Child Care Resource and Referral Network and a broad collaborative involving 14 statewide early childhood and youth organizations, 4 state agencies, and the state's Child Care Coordinating Committee embarked on the *Child Care 2000 Campaign*, an ambitious consumer education and parent engagement campaign to inform parents about the importance of quality adult caregiving relationships for children and youth of all ages. The campaign sought to empower parents with the confidence to seek and to demand quality in their child care arrangements regardless of the age of the child or the type of care situation.

Recognizing the diversity of issues facing parents of children from birth to age fourteen, the campaign organizers chose to approach the issue with a statewide, multi-media effort targeting four key populations: child care consumers, business leaders, public policy makers, and child care providers.

To be effective, any campaign relying on external media requires a common "access point." The access point identified was a simple one -- **parenthood**. The communication angle was to speak first to the parent within the **business leaders**, the parent within the **policy makers**, and the parent within the **child care providers** to capture their undivided attention. Then, the messages are communicated to each of these populations within the context of their systemic role. For example, in the case of a business leader, this means defining the bottom line cost of having a work force that is distracted by concerns about their children's well-being.

The campaign relies on repetition within a targeted multi-media approach. To effectively reach the intended audience, the campaign launched its message in a specific sequence that would help ensure the 6 to 10 distinct exposures needed for consumers to retain the information. Direct mail, billboards, radio, television, posters, print media, grocery bags, bus advertisements, speakers bureaus, and the Internet are all part of the campaign.

One of the lessons learned through this consumer education project is that one message certainly does not fit all parents' situations. Therefore, parallel messages were designed: one for the parents of infants, toddlers, and preschoolers, and one for parents of school-agers.

The slogan written specifically for parents of infants, toddlers, and preschoolers is meant to encourage parents to think carefully about the quality of the care environments for their young children during the most critical developmental years: ***Child Care: It's More Than Just Graham Crackers And A Nap***.

The message to the parents of school-agers is more relevant to the complexities involved in the process of choosing an appropriate place for their school-age child: in an after-school youth program, in structured lessons, being allowed to go home alone, or a combination of arrangements. A positive message was chosen which grabs parents' attention without conveying guilt or fear: ***School Age Care: Growing Up With Someplace To Go***.

In this project, evidence of a successful consumer education and parent engagement campaign will be:

- the empowerment of parents to explore and utilize all child care and youth options;
- education of the business community about the impact adequate child care has on their bottom line; and,
- policy decisions that result in increased quantity and improved quality of child care, along with the recognition of child care as a professional industry needing measures and standards similar to any other critical component of our market economy.

To learn more, contact Elizabeth Bonbright Thompson, Executive Director, Washington State Child Care Resource & Referral Network, at: (206) 383-1735, or e-mail at: **Wsccrrn@aol.com**

Focus Groups Convey Parents' Perspectives on Quality

"I didn't think that the learning part of child care was so important until Ms. Jessica helped me to see what my son Robert is learning."

"My nineteen year old sister stopped me cold when she said to me, 'You'll trust me to take care of your 6-week old daughter all day by myself without any special training, but you won't let me drive your new car, because you don't trust me?'"

~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

This is a sampling of comments made by parents who have attended focus groups sponsored by early care and education professionals in a 12 county area surrounding San Antonio, Texas. "For a long time we've tried to influence consumers' understanding about the importance of quality child care and have achieved only marginal success. We decided that we needed to listen. Organizing the parent focus groups has been a tremendous project with a lot of hard work, but we've learned so much by listening to the parents' perspectives," says Nancy Hard, Director of Family Service Association of San Antonio, who is serving as the lead facilitator for this community initiative.

As part of an effort to create a marketing plan for a statewide Early Care and Education Career Development System for Texas and to design a local corporate-sponsored public education initiative called *SMART START*, parent focus groups were convened. A group of 20 volunteers organized 14 focus groups attended by nearly 200 parents who had experience with all types of formal and informal child care in urban and rural settings. The focus groups were conducted in neighborhood settings during evening and weekend hours. The volunteers recruited parents, secured meeting facilities, and provided transportation, child care, and refreshments. At the meetings, information was gathered regarding consumers' beliefs, values, and perceptions about child care and the key role of caregivers in fulfilling parents' expectations.

Through the focus groups, parents were able to share their experiences and perspectives about child care with other parents and providers. In addition, some parents have chosen to speak to local and state policymakers about the need for child care which supports families and promotes the healthy development of children. A final report of the project and replication guide is expected to be completed in spring 1997.

For more information, contact: Nancy Hard, Director, Family Service Association, at: (210) 225-0276.

Healthy Child Care Update: Arkansas

Healthy Child Care America

As the agency that administers the quality set-aside funds of the Child Care and Development Block Grant (CCDBG), the Arkansas Early Childhood Commission (AECC), has developed two initiatives which combine health and programmatic objectives.

One is an enhancement grant program which utilizes CCDBG funds to provide grants to early childhood programs for purchase of equipment, materials, supplies, and minor renovations. The grants are available to all licensed or registered programs (centers and family child care homes), for-profit and nonprofit.

Grantees must provide proof of age-appropriate immunizations for all children in care. The immunization documentation focuses attention on the need for all children to receive appropriate health care. Immunization records are audited as a part of the grant application review. Without proper documentation, the application is not considered for funding and applicants must wait six months before applying again.

Due to this requirement, providers are working more closely with their local county health departments to review immunization records before the grant is submitted, and strongly encouraging parents to get children immunized. Although a seemingly minor part of the grant process, the requirement has emphasized the need to ensure current immunization of all children in early childhood programs and the number of grant declinations for this reason is decreasing each month.

The second initiative has been a collaboration between the AECC and the Arkansas Department of Health to develop a *Healthy Children Handbook* for use in early childhood programs. The Handbook includes health and safety information and chapters on child growth and development. As a partner with the Department of Health, the AECC has assisted with this initiative by distributing the Handbook to all licensed and registered programs in the state of Arkansas, as well as to child care licensing specialists for use with newly established programs. The AECC also provides updates and revisions to the Handbook.

The AECC promotes good health practices in programs to ensure that children are adequately protected. These simple measures have had a significant, statewide impact on the quality of those programs.

For more information, contact Glenda Bean, Executive Director, Arkansas Early Childhood Commission, at: (501) 682-4891.

With each issue, the Child Care Bulletin *highlights resources available to the child care community. We encourage providers, parents, administrators, and other readers to share knowledge of what is available so that we may pass it on to the field.*

Publications

➢***Promoting Quality Child Care: Innovations in Child Care Consumer Education***
Denise Fogarty and Fran Anderson

Prepared by Child Care Aware for the Child Care Bureau, this guide examines effective child care consumer education approaches. It outlines 8 key principles of successful programs and provides practical information for replicating multi-media public awareness efforts and examples of consumer education resources, brochures, posters, public service announcements, and other materials. (Available summer 1997 from the National Child Care Information Center at: (800) 616-2242).

➢***1997 Consumer's Resource Handbook***
United States Office of Consumer Affairs

A book that contains tips on buying products and services, along with contact information for consumer organizations, corporations, and government agencies at various levels. (Single copies are available free by writing: Handbook, U.S. Office of Consumer Affairs, 750 17th Street, NW, Washington, DC 20006-4607).

➢***"I Wish the Kids Didn't Watch So Much TV" Out-of-School Time in Three Low Income Communities***
B. Miller, S. O'Connor, S. Sirignano, and P. Joshi

A new report from the School-Age Child Care Project describes findings from a study of children's out-of-school time. It examines the lack of resources for families in low-income communities, the dominant presence of television, and parents' efforts to find enriching activities for children. It includes how child care needs relate to decisions about employment and care arrangements, along with recommendations for increasing options. (An executive summary and full report are both available. For more information, contact: Steffi Peck, Publications Coordinator, SACC-Project, Center for Research on Women, Wellesley College, at: (617) 283-2525).

➢***1996 Child Care Aware Conference Report: Meeting the Needs of Low-Income Families Through Family Child Care Professional Development and Consumer Education***
Written by Fran Anderson for Child Care Aware

The 1996 conference brought together child care professionals to discuss innovations and new strategies from communities across the country that have been implementing Child Care Aware initiatives. The focus of the conference was on meeting the needs of low-income families, professional development for family child care providers, and consumer education. The conference report includes examples of strategies, lessons learned, and contacts for more information. (Available for $10 from Child Care Aware, 2116 Campus Drive, SE, Rochester, MN 55904, or call: (507) 287-2220).

➢***Marketing Matters: Building an Effective Communications Program***
Prepared by Advanced Resource Technologies, Inc., with assistance from Oglivy Adams & Rinehart for The National Center on Child Abuse and Neglect

This book is a resource and reference tool for designing effective communications programs to achieve specific goals. Created to assist individuals and organizations with enhancing collaboration efforts, developing effective materials, and working with the media, the book provides worksheets and examples from community based public education programs that combine child maltreatment and substance abuse messages. (Free publication available from the National Clearinghouse on Child Abuse and Neglect at: (800) 394-3366 or send e-mail to: **nccanch@calib.com** Visit the clearinghouse web site at: **http://www.calib.com/nccanch**).

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Next Issue:

Linkages with Child Care

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CHILD CARE BULLETIN

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Linkages: Coming Together for Children and Families

The family is the center of a child's life. Families come in all shapes and sizes, with multiple and differing needs. Maintaining adequate employment, housing, health care, child care, and transportation are among the major issues which families face. Since so many children spend part of their day in out-of-home care, child care is the natural place to link services for children and families.

Linkages require a commitment to building partnerships among agencies, with communities, and with families. Linkages with child care will be one focus of this year's Annual Meeting of State Child Care Administrators, *Child Care: Coming Together for Children and Families*, which will be held July 14-15, 1997. The Child Care Bureau is also taking part in several other initiatives that promote the development and nurturing of linkages. These initiatives include: promoting healthy child care; sponsoring regional school-age child care conferences; providing leadership on critical issues such as inclusion and child care research partnerships; and expanding Head Start and child care collaborations.

In a call for comprehensive state and local planning, the Child Care Bureau has encouraged states, tribal nations, and communities to see child care as the hub for other services and to link child care to the following critical services:

- Health
- Family Support Services
- Head Start
- School and Youth Programs
- Employment Services
- Transportation
- Housing
- Child Support Enforcement

Building strong organizational relationships requires an ability to identify the range of partners that will be essential to address families' needs, and a willingness to work together effectively to provide a comprehensive system that respects, responds to, and empowers families.

This issue of the *Child Care Bulletin* examines ways that families can be supported through linkages with child care. Linkages with agencies such as child support enforcement and Head Start help to promote self-sufficiency for families and comprehensive services for children.

Federal work-study programs and intergenerational programs can assist in improving staff to child ratios, while enriching the experiences of the children in care.

Other initiatives include coordination of services with early intervention and public education to increase the availability of inclusive child care services.

The America Reads Challenge provides for linkages aimed at improving children's reading abilities through community partnerships that engage volunteer tutors and support parent involvement in children's literacy development. There are many ways for child care providers to link with America Reads activities and to increase the time spent reading to children in child care every day.

Linkages with other services are critical. Effective linkages expand the capacity of child care and other agencies to serve and to meet the needs of children and families.

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Linkages with Child Care

Child Care and Head Start Collaborations Meet Families' Changing Needs

John Bancroft

Head Start and child care have much in common — both provide services to young children, both have frequent contacts with parents, both work with children who have special needs, and both may work with the USDA nutrition program and with the public school system as children transition to school. Above all, both programs share a commitment to providing quality services for all children and families. Both child care and Head Start have a great deal of knowledge and experience to offer each other.

By their structure, Head Start programs offer comprehensive services: child development, social services, health, mental health, and nutrition. In its 30 year history, Head Start has developed many promising practices in parent involvement and family support services. In addition to this, the child care delivery system has a rich diversity of collaborative efforts designed to best meet local needs and to provide full day services, often despite limited resources.

As the needs of families change, it is critical that child care and Head Start professionals come together to provide comprehensive full day services to low income families who are working or are in training programs. Although there are several different models for combining these services, here are three approaches:

Family Child Care Head Start: One model was developed with demonstration funds by Puget Sound Educational Service District (ESD) Head Start. The Head Start program contracts with licensed family child care providers, who remain independent rather than becoming Head Start employees. The child care provider is also the Head Start teacher and receives support from Head Start staff, including training, technical assistance, supplies and materials, and participation in a provider support group. Staff working for Head Start also provide comprehensive social and health services to enrolled families. The provider receives the majority of income from child care subsidies, along with a limited amount of funds to cover the additional work she does as a Head Start provider.

All Day Head Start/All Day Child Care: This model can follow a similar collaborative approach as described in the previous example. The staffing models can vary considerably. In some cases, Head Start provides the social service and health staff, while paying the center for some, or all, of the cost of child development services, such as staff salaries. One variation might be having social service and health staff work for the center, which operates under contract with Head Start. In some programs, Head Start funds are used to increase the staff salaries, so that qualified staff can be hired and retained.

Part Day Head Start Class is Extended to Full Day and Full Year: This is usually done by accessing child care subsidies to pay for the extended services. There may be funding issues, varying from state to state, concerning allocation of costs between Head Start and child care. This model is appropriate if there is not an adequate supply of local child care that provides full day comprehensive services. If the program can access additional funding sources, (e.g. United Way, business, etc.), the program may also be able to provide full day comprehensive services to at-risk children who do not qualify for Head Start. One example of this model is operated by the KCMC Child Development Corporation in Kansas City, Missouri (see "Spotlight on...Kansas City's Early Head Start (EHS) program," in the *Child Care Bulletin*, January/February 1996).

Many programs and communities have designed innovative approaches to combining funding streams to provide quality "seamless" services to children and families with low incomes. One publication that is a resource of summaries and "how to" information on this subject is *Working Together for Children: Head Start and Child Care Partnerships*. The report includes examples of partnering by child care centers, family child care providers, and small single-site Head Start agencies, as well as multi-site agencies serving one or more counties. The initiatives highlighted have all overcome challenges through their efforts to improve services for the low-income children and families they serve. Although communication, funding policies, and program requirements may initially pose a challenge to child care and Head Start collaboration, models continue to grow and thrive. Both the child care and Head Start communities have always been able to grow and change in response to the ever changing needs of families.

➢ *Working Together for Children: Head Start and Child Care Partnerships* by Nicole Oxendine Poersch and Helen Blank is available from the Children's Defense Fund (CDF), 25 E Street, NW, Washington, DC 20001 (202) 628-8787. Visit the CDF web site at **<http://www.childrensdefense.org>**

John Bancroft is the Executive Director of the Puget Sound Educational Service District Head Start. For more information, contact John at (206) 439-6922 or e-mail at: **jbancrof@psesd.wednet.edu**

Child Care Bureau Promotes Linkages that Support School-Age Child Care

The Child Care Bureau is sponsoring meetings in ACF regions to bring together officials from state child care agencies and tribal nations, departments of education, and leaders in school-age child care and other community groups to discuss the need for school-age care as a result of welfare reform.

The meetings, being coordinated through the Child Care Technical Assistance Project with support from the School-Age Child Care Project at the Wellesley College Center for Research on Women, are intended to lead to new efforts which are responsive to the needs of low-income children. During the meetings, state and tribal teams will define the current nature of school-age care and out-of-school time, the barriers to expanding and improving school-age care services, along with strategies that will meet both the demands of welfare policy and the needs of low-income children.

According to Joan Lombardi, Associate Commissioner of the Child Care Bureau, "School-age children will be more successful in school when we ensure that they are experiencing healthy and productive lives during their out-of-school time."

One example of a statewide collaboration that supports school-age care in New Hampshire is *PlusTime NH*, a broadly based organization focused on addressing school-age child care needs. *PlusTime NH* is a private, nonprofit agency that is funded primarily through the state's Department of Health and Human Services. The agency is the state's leader in setting school-age policy, coordinating professional development and mobilizing community action for school-age care.

The Board of Directors for *PlusTime NH* believes that concern and support for school-age care should cut across many sectors of society. The board includes representatives from for profit and nonprofit school-age child care programs, the Departments of Education and Parks and Recreation, Boys and Girls Clubs, the University of New Hampshire's Cooperative Extension Program, the YWCA, YMCA, school volunteer organizations, city child care coordinator, religious community, the criminal justice community, business, Health Maintenance Organizations, school administrators, and other supporters. The efforts of *PlusTime NH* have led to innovative funding solutions and public recognition and support for school-age care statewide.

The following are some examples of *PlusTime NH* linkages:

Criminal Justice: Working with the Children In Need of Services (CHINS) Task Force of the District Court Juvenile Justice Committee to highlight the relationship between crime prevention and availability of school-age care as well as to make it a priority for funding.

National Service: Requesting Health Care Transition funding to train Retired and Senior Volunteer Program (RSVP) members, VISTA, AmeriCorps, and college students in conflict resolution techniques to be taught to students in school-age programs.

Ecumenical: Engaging the New Hampshire Council of Churches in an effort to expand the number of school-age care programs in churches across the state.

Business: Working with the business community to help them both educate employees about the importance of school-age care, and influence school systems to initiate programs.

For more information about PlusTime NH, *contact: Cynthia Billings, Executive Director, at: (603) 668-1920.*

To learn more about the regional school-age child care meetings, contact the Child Care Bureau at: (202) 690-6782.

To Learn and Grow Partnership Links Child Care with National Service

The Corporation for National Service (CNS) has organized the *To Learn and Grow (TLG)* public/private initiative to help create linkages to expand, enrich, and improve the quality of out-of-school time programs. One of the activities of the TLG partnership will be to publish a "how-to" manual integrating the support of national service programs such as AmeriCorps, Senior Corps, and Learn and Serve America, as a strategy in developing school-age care programs.

National service programs that operate during non-school hours employ a variety of strategies to keep students safe and healthy, create productive learning environments, and foster caring relationships with tutors and mentors. These activities provide child care programs with extra resources to expand community outreach, volunteer involvement, and educational opportunities, while they engage children in service activities and develop children's interest in building leadership skills.

The national partners of TLG include the Corporation for National Service, the Department of Education, Child Care Bureau, National Association of Child Care Resource and Referral Agencies, the National School-Age Care Alliance, Save the Children, the School-Age Child Care Project at the Wellesley College Center for Research on Women, and the YMCA of the USA.

For more information, contact Nicole Spitale, To Learn and Grow Project Manager, Corporation for National Service, at: (202) 606-5000, ext. 484, or e-mail at: **nspitale@cns.gov**

Child Care Reads! Links with the America Reads Challenge

President Clinton's new initiative, the America Reads Challenge, is designed to ensure that every child can read well and independently by the end of third grade. **Child care programs are poised to be an active part in this exciting initiative by making sure that every child in child care is read to each day.**

A key component of the America Reads Challenge involves mobilizing reading tutors, including volunteers and college students in the Federal Work-Study program, as well as AmeriCorps, Senior Corps, and other national service participants. The America Reads Challenge also calls for strengthening and expanding early childhood and family literacy programs, and for encouraging the private sector and community groups to work with schools and libraries.

AmericaReads
CHALLENGE

There are many ways that child care providers can get involved:

- ☆ Instill a love of reading in a child. Parents and child care providers can do this by reading to a child each day from infancy onward, talking with a child, reducing time spent watching television, helping a child to access the library regularly, and other activities.
- ☆ Contact a local school, library, or literacy organization to find out about America Reads activities and ways to volunteer. Many libraries are gearing up for summer reading programs.
- ☆ Encourage your local college, university, or your alma mater to join in the America Reads Challenge through the Federal Work-Study Program (more than 250 colleges and universities have made commitments thus far). Federal Work-Study students can help increase the time spent reading to children in preschool and school-age child care programs.
- ☆ Contact the Department of Education at: **(800) USA-LEARN, (800) 872-5327**, or visit the section of the web site at **<http://www.ed.gov/inits/americareads/>** to:

  ★obtain a READY*SET*READ Early Childhood Learning Kit of activity guides for families and caregivers, with ideas and age-appropriate activities to help young children learn about language and literacy development.

  ★get involved in the READ*WRITE*NOW! summer reading initiative and access materials to help school-age children with literacy development.

  ★get updated information on the America Reads Challenge and the Federal Work-Study Program.

College Work-Study Students Support After-School Programs

Andrea Justice

For two years, St. Anne's Extended Care in California has participated in the University of San Francisco's Federal Work-Study Program. The work-study program is a federally funded Student Financial Aid Program through the Department of Education which enables students to earn money and gain work experience while pursuing an education. Students are awarded a stipend to be earned during an academic year that is based on demonstrated financial need. For off campus employers, the University of San Francisco's work-study program contributes about 50 percent of the student's salary, with the remaining 50 percent and benefits being paid by the employer.

The students who work in the St. Anne's Extended Care program are enrolled in education or psychology classes. Along with providing students with the financial resources to attend the university, the work-study program benefits the child care program by supplying qualified part-time employees. In addition, this collaboration with the university has involved students who are motivated and highly interested in the field of education. The students support the work of the child care center while gaining vital first hand experience in working with children.

The work-study students assist in all areas of the child care program. Some of the reading related activities that they support include "Reading on the Rug," a group reading activity at the end of each day; Reading At Home (RAH); and setting up a library and magazine reading area for the after-school program. Children also receive books for "Super Kid" awards, kindergarten graduation, and other occasions. On their birthday, children are encouraged to donate a book to the library. The book is then prominently displayed as a donation to the library in the child's name.

At St. Anne's Extended Care, everyone -- most of all, the children -- benefits from the collaboration with the work-study program.

Andrea Justice, formerly the Director of St. Anne's Extended Care, is active in the Fort Myers, Florida area child care community. To learn more, contact Andrea at: (941) 482-4387.

Child Care Collaborates with Child Support Enforcement

Child support enforcement and child care assistance programs have a shared mission -- to promote the well being of children and self-sufficiency for their families. Many child care and child support enforcement agencies are exploring various ways to work together.

Outreach is one area of collaboration. Child care resource and referral agencies may include information about other services, such as child support enforcement, when consulting with parents. Other collaborative efforts may be in the area of policy issues that involve both programs. For example, the child care and child support communities have a common interest in ensuring that state guidelines used to calculate child support awards adequately address the cost of child care.

These are a few examples of collaborative initiatives between child care and child support enforcement:

Outreach Efforts. Colorado and Montana use their child care resource and referral networks to distribute pamphlets about paternity establishment and child support enforcement. The resource and referral agencies also maintain a list of local child support enforcement offices. Agencies which conduct parent training have incorporated child support enforcement issues into the classes. *Contact: Doreen McNicholas, Region VIII Administration for Children and Families, at: (303) 844-3100, ext. 374.*

Provider Training. The Massachusetts Department of Social Services (DSS) arranged for representatives from the state's Department of Revenue (the child support enforcement agency) to train child care providers. The training presented information about child support enforcement and paternity establishment that child care providers could share with parents. *Contact: Sherrie Lookner, DSS Child Care, at: (617) 727-0900.*

Cooperation. The Working Parents Assistance Program (WPA) assists working low-income families in Montgomery County, Maryland with their child care costs (see *Child Care Bulletin*, July/August 1996). To receive WPA child care subsidies, families are required to cooperate with the enforcement agency to pursue child support payments from the noncustodial parent. Child support has been collected in 53 percent of WPA cases. *Contact: Deborah Shepard, WPA Director, at: (301) 217-1168.*

Policy Development. In the state of Minnesota, the child care and child support enforcement communities have collaborated closely on a number of policy issues that affect the two programs. These issues include addressing child care subsidies and dependent care tax credits in the state's guidelines for calculating child support awards, and determining how the custodial parent's income from child support should be treated in eligibility determinations for child care subsidies. *Contact: either the Child Support Enforcement Division, Minnesota Department of Human Services, at: (612) 215-1714, or Cherie Kotilinek, Child Care Program Administrator, at: (612) 296-2030.*

The above article has been summarized from an article submitted to Children Today, *a publication of the Administration for Children and Families.*

Children's Centers Link with Court System to Reach Vulnerable Families

Sheryl Dicker

Across New York, Children's Centers are providing both drop-in care for children while their parents and guardians attend to court business, and a site where families can learn about and access vital services. The Children's Centers in the courts are under the auspices of the Permanent Judicial Commission on Justice for Children (PJCJC). Currently there are 14, but by fall 1997, there will be 22 Children's Centers operated by nonprofit agencies including Head Start, YWCA, and multi-service agencies under contract with the New York State court system.

In 1996, the Children's Centers served more than 36,000 children and families. The profile of the children typically served indicates that they are among New York's most vulnerable children. The needs of the children and families make the service connection component of the program critical.

The PJCJC supports the concept that a linkage to one comprehensive program will lead to additional connections with services for families. Three ways that these linkages are made for families through the Children's Centers are:

1) Staff provide information and referral services and are trained in the enrollment processes of the Lifeline phone service and the Supplemental Food Program for Women, Infants and Children (WIC).

2) Three centers have Children's Services Specialists who establish new service connections.

3) Staff from other agencies, such as Head Start, have been stationed at the centers to link children and families with vital services.

More than 1,500 enrollments for essential services have been made through these strategies. In addition, the Children's Health Project of the Montefiore Medical Center has located a mobile medical unit outside of the Manhattan Family Court to provide education, health care, and case management services for children served by the two Manhattan Children's Centers.

By providing a safe haven for children in the courts and forging links to vital services, the Children's Centers have made a difference in the lives of thousands of New York's most vulnerable children and their families.

Sheryl Dicker is Executive Director of the New York State Permanent Judicial Commission on Justice for Children (PJCJC). For more information, contact Sheryl at: (914) 422-4425.

Child Care Initiatives Across the Country

Connecticut: Multiple Strategies Link Services to Support Inclusion

Connecticut supports the inclusion of young children with disabilities into child care programs through a variety of strategies. The statewide early intervention program for infants and toddlers with disabilities provides services such as special instruction, occupational and physical therapy, and speech and language therapy on-site in child care homes or centers as specified by a child's Individualized Family Service Plan. Early intervention programs have also paid for part-time child care slots for children in need of a group socialization experience. For example, the statewide Early Connections program established contractual relationships with 86 child care centers in which toddlers with disabilities participate an average of two half-days a week. Early Connections staff provide on-site support to the caregivers.

Preschool age children with disabilities who attend child care programs have also received support from special education staff. One example of this is in the Hartford Public Schools. A city funded child care classroom at Kinsella Elementary School has enrolled five children with disabilities. The school system provides a part-time special education teacher who team teaches with child care staff.

Caregivers in Connecticut also receive ongoing support and training to accommodate the diverse needs of children. A curriculum, *Training for Inclusion*, has been developed for child care providers through funding from the Department of Social Services. Five regional training teams that include a caregiver with an inclusive child care program, a parent of a child with disabilities, and an early childhood special educator have provided training through workshops and long term institutes. In a two year period, more than 5,000 child care providers in the state have received training to support inclusive child care. A major focus of the training is on developing collaborative relationships with other providers and agencies that serve children with disabilities.

States planning to forge linkages between the child care community and other children's programs such as early intervention and early childhood special education may collaborate on both the state and local level. One way is to ensure that child care representatives are included on state and local Interagency Coordinating Councils for early intervention services.

To learn more, contact Mary Beth Bruder, Director of Child and Family Studies, University of Connecticut Medical Center, at: (860) 679-4632.

Kansas: Transportation Linkages Serve Before- and After-School Programs

The Kansas Department of Social and Rehabilitation Services, which administers funds of the Child Care and Development Block Grant, recently provided funding to Unified School District (USD) #500, part of Kansas City Public Schools, to help establish an inclusive before- and after-school care program at ten elementary schools. Together, they will serve approximately 1,800 children, beginning in the fall of 1997. Key stakeholders in this collaborative effort are the state, the school district, along with the community based Boys and Girls Club. An additional collaborator is the local Head Start program which is contracting with the school district to provide evening meals for the students in the after-school programs.

Transportation to and from the before- and after-school programs had been identified as a difficult issue in this inner city area. To address this, the school district will use its buses to run four new routes in the evening to transport children home. The state will fund personnel to provide the transportation services and will also cover the fuel costs. Morning transportation issues may be addressed through a combination of parent reimbursement for transporting multiple children, taxi cab services, or contractual transportation services. Utilizing existing school sites and transportation staff makes this plan cost effective.

The plan for implementation of the project involves a collaboration between the Boys and Girls Club of Greater Kansas City, which will provide the child care, and USD #500, which will provide transportation, sites, and fiscal management of the program. A linkage has also been established with the Kansas Department of Health and Environment to address state licensing requirements for school-age child care sites.

This partnership is intended to be a pilot project that would become self-supporting after the first year, with the school district being responsible for ongoing administration of the program. The school district and the Boys and Girls Club will be meeting with other youth service providers and parents in the community to discuss ways that other complementary service providers might be added to the expansion of the first year pilot project.

For more information, contact Verna Weber, Child Care Administrator, Kansas Department of Social and Rehabilitation Services, (913) 296-3374.

Maine: Microenterprise Development Links Providers with Resources

Increasing access to quality, affordable child care while supporting community and economic development in Maine is the goal of the Child Care Development Project administered through Coastal Enterprises, Inc. (CEI). This private, nonprofit community development corporation provides financing and assistance to small businesses that offer income, employment or ownership opportunities for individuals with limited resources.

CEI provides financing to new and existing state licensed providers who serve children from low-income families and/or children with special needs. The interest rate for the loans is fixed at the Prime Rate, well below rates that banks typically charge. CEI educates traditional lenders on the mechanics and benefits of child care financing, and is also involved in facility financing, as well as state and national policy development.

CEI initiated the Child Care Development Project through a grant from the Ford Foundation that was matched with state funds. The structure of the project has evolved over time. Now, caregivers receive financing and business counseling through a CEI-funded partnership with the statewide Resource Development Center network and through the CEI Small Business Development Center. The technical assistance includes individual business counseling, workshops, and other training activities. It addresses topics such as loan applications and licensing issues. CEI also encourages providers to contact the ASPIRE/JOBS program of the Maine Department of Human Services and other subsidy programs for referrals when providers have child care slots available.

As of December 1996, CEI has financed 70 providers with 81 loans. About 56 percent have been for family providers and the balance for centers. The majority of these loans were made with funds from the Ford Foundation, with a few loans being funded by the SBA Microloan Program or the Farmers Home Administration. CEI has leveraged $3,121,150 from other sources, producing total funding of $5,207,214 to providers in Maine. These businesses currently employ 302 people and will create 113 new full time jobs over the life of the loans. About 98 employment positions are targeted to individuals with low incomes.

For more information, contact Phebe Rover, Loan and Investment Officer and Child Care Development Project Coordinator, Coastal Enterprises, Inc., at: (207) 882-7552.

Vermont: Linking Initiatives to Guarantee Quality Child Care Choices

Vermont has entered into a concentrated effort that links several key initiatives to improve child care services. The child care infrastructure is being revised to reflect a community based decision making model. The separate funding streams which had formerly provided for eligibility determination, resource and referral services, outreach and development, and training, are now being made available as a lump sum to the 12 statewide regional districts. Each district has responded with a new plan for improving child care services.

To promote quality care across the state, core standards for center based care have been adopted by all programs providing public funds for early childhood services.

The state is also integrating its training and technical assistance resources. Program managers from various departments have agreed to focus their resources on improving the quality of early care and education. Using a career lattice that links workshops, courses, seminars and conferences, Vermont has also entered into a longer term strategy for improving the professional skills of child care providers.

In addition, new players have been added to the field of improving child care. These include the Department of Corrections, which will be manufacturing high quality furnishings and play equipment, building outdoor play yards, painting child care facilities, and helping to design adaptive equipment for children with special needs.

Also, the Vermont Community Loan Fund, which traditionally invested in affordable housing and economic development, has now linked with the Vermont Agency of Human Services / Education Collaboration to improve the quality and supply of child care. The loan fund will establish a revolving fund for facility renovation loans, and provide technical assistance on financing and future planning for child care programs.

Another linkage that focuses on supporting literacy development has been established among the Vermont Council on the Humanities, the Center For the Book, and Vermont's child care programs. Entitled "Never Too Early," this project provides training and technical assistance to 1,200 family child care providers in the state. Each provider is offered the opportunity to learn more about early learning and development, about choosing quality children's literature, and about effective ways of engaging children in language activities. Caregivers are also provided with books to use in their program.

These new linkages present many opportunities for strengthening child care services in Vermont.

For more information, contact Cheryl Mitchell, Deputy Secretary, Vermont Agency of Human Services/Education Collaboration, at (802) 241-2220.

Care Castle Fosters Relationships Across Generations

"Bring the generations together"

Elisabeth Kubler-Ross

"You need more love in America"

Mother Teresa

Words like those from two great humanitarians inspired the vision for Care Castle; an intergenerational center that serves both seniors and children. Started by seniors in the Pikes Peak region of Colorado, it is an early childhood program that utilizes senior citizen volunteers to help the professional staff care for the children. The program at Care Castle is based on the concept that our youngest and oldest citizens have separate needs which can be served by early childhood programs for the benefit of both children and senior citizens. Care Castle, in addition to the senior volunteer program, provides care for infants, toddlers and preschoolers, and offers tuition assistance for low-income families.

Care Castle Intergenerational Child Care Center has started to replicate its senior citizen volunteer program in other communities, nationally and internationally. The replication project, named the *Grand Connection*, is based on the belief that we can foster relationships between our oldest and youngest generations. Care Castle is a model for assisting early childhood professionals to care for children of working families.

Trained senior volunteers enhance the ratio of adults to children in the care settings, contributing to a higher quality of care. In the program, there are more than 75 senior citizen volunteers who help care for the children by rocking babies, reading to the toddlers, helping the preschoolers plant and tend their flower garden in the playground, as well as performing office and administrative tasks at Care Castle.

Partnerships are an important part of the program's success. Pikes Peak Community College co-produced a video showing the daily caring environment and the vision for intergenerational child care programs. The training manual for the 12-hour program in child development and child care which the seniors volunteers must attend is being refined for the replication project.

The program at Care Castle Intergenerational Child Care Center creates a richer life for both the children and the seniors. Children receive the benefit of extra care and attention. For the seniors, life is enriched by their relationships and connections with the children, parents, and staff -- experiences which help to mitigate the isolation many people encounter in their later years.

For more information, contact Judy Priebe, Executive Director, Care Castle, at: (719) 473-6335.

The American Association of Retired Persons (AARP) has released an interim report of a study that examines intergenerational shared site programs. It summarizes information from 230 sites that use various approaches in serving children and older adults. A final report and directory of programs is planned for September 1997.

To request a copy of the interim report and directory now, or the final report and directory in the fall, contact: Amy Goyer, Intergenerational Coordinator, AARP, (202) 434-2218.

National, Regional, and Local Linkages with Tribal Nations

Nationally, the Child Care Bureau sponsored its fourth annual conference for those who administer federally funded child care systems in tribal communities. The National American Indian and Alaska Native Child Care Conference, *Children and Families: The Heart of All That is Sacred*, met April 28-30 in St. Paul, Minnesota. More than 300 participants learned about legislation, policies, and trends affecting child care, as well as about developing partnerships to deliver services for children and families.

One example of **regional** efforts to develop effective linkages is the meeting convened by ACF Region X to promote tribal and state collaboration in child care service delivery. The Tulalip Tribes hosted the meeting among child care administrators from Washington state and several tribal nations. They have now formed a State and Tribal Workgroup that meets bimonthly to discuss government to government collaboration efforts.

An example of linkages on a **local** level is provided by the Suquamish Tribe in Washington which links with an Indian Health Service representative in tribal certification for child care along with licensing through the state, quarterly inspections, health and safety issues, immunizations, and reviews of medical records for children and staff. Another linkage through the tribal government and the Southern Puget Sound Inter-Tribal Housing Authority has helped to use a Housing and Urban Development (HUD) home as a child care center.

Tools for Linking Child Care with Housing Development

Jan Stokley and Emily Heumann

Collaboration between child care providers and housing developers increases the quality and stability of child care facilities and the communities in which they are located. Strategies to link these two areas can be implemented at state and local policy levels and in the housing development process.

State and Local Housing Policies

Consolidated Plan: Every state and entitlement city is required to have a Consolidated Plan to establish priorities for the use of federal housing funds and Community Development Block Grants. In North Carolina, a coalition of child care and community development advocates took steps to ensure that state planning gave priority to multi-family housing projects that address child care needs. *Contact: Rhonda Rainey, President and CEO, North Carolina Association of Community Development Corporations, at: (919) 831-9710.*

Developing new housing finance programs: California's Family Housing Demonstration Program includes child care facilities in the financing for low-income housing. Centers may receive contracts from the state Department of Education for operating subsidies. Currently, all funds are committed. *Contact: Teri Bressler, California Department of Housing and Community Development, at: (916) 327-2896.*

Modifying existing housing finance programs: The Oregon Child Care Resource and Referral Network (OCCRRN) is collaborating with the Association of Oregon Community Development Organizations to encourage the state Department of Housing and Community Services to give a competitive advantage to low-income housing tax credit applicants who assess child care needs and propose programs and facilities. *Contact: Debra Orman, Executive Director, OCCRRN, at: (503) 375-2644.*

Land use policies: Several states have preemption laws that vary widely in scope, content, and impact. These statutes typically state that family child care homes may not be prohibited in residential zones. *Contact: Maria Gil de Lamadrid, Attorney, Child Care Law Center, at: (415) 495-5498.*

Local sustainable growth policies: Since the need for child care increases with family housing development, Santa Cruz County, California, requires housing developers either to provide child care facilities or to deposit "mitigation" funds into a loan fund that is used to help finance child care centers and homes. *Contact: Marcia Meyer, Director, Child Development Resource Center, Santa Cruz County Office of Education, at: (408) 479-5321.*

Site child care centers in residential communities: In California, Los Arroyos is a 57-acre residential development which will include 300 subsidized and market-rate single family homes and 50-60 subsidized apartments as well as a school and park. South County Housing, a nonprofit housing developer, is incorporating child care into the overall community plan. The goal is to have child care centers be an integral part of the project's planning, finance, and public approval process. *Contact: Marie Juncker, Executive Director, South County Housing, at: (408) 842-9181.*

Development Partnerships

Family child care homes in new apartments: South County Housing also developed Depot Commons, a housing development in which the 2-bedroom unit has extra space to care for up to 12 children. A local resource and referral agency supplied technical assistance. *Contact: Marie Juncker, Executive Director, South County Housing, at: (408) 842-9181.*

Family child care homes in new single-family housing: Willow Springs Condominiums is a planned 10 home project in Los Angeles County, California. A local child development agency made low-cost design suggestions to make it easier to observe children's activities. The nonprofit developer will give sales priority for one unit to a licensed provider. *Contact: Alexander Pratt, President, Drew Economic Development Corporation, at: (310) 632-3290.*

Child care centers in new apartments: Mid-Peninsula Housing Coalition often plans child care centers as part of its larger family developments. At Santa Familia, a 79-unit garden apartment complex for low-income families and seniors in San Jose, California, the cost of developing the child care center was reduced by nearly 50 percent because the developers obtained low-cost financing, an adjacent church leased the land at minimal cost, and the construction contractor donated his fee. *Contact: Matthew Schwartz, Senior Project Manager, Mid-Peninsula Housing Coalition, at: (415) 299-8000.*

Family child care homes in existing neighborhoods: Eastside Community Investments in Indianapolis, Indiana, rehabilitated more than 20 single family homes and leased them on a preferential basis to family child care providers. *Contact: Dennis West, President, Eastside Community Investments, at: (317) 637-7300.*

Centers and family child care homes in existing public housing projects: The Richmond, California public housing authority invited the county Community Services Department to develop a co-located Head Start and subsidized child care center on land at a public housing site. The housing authority also provided some financing for the center. *Contact: Wilda Davisson, Contra Costa County Community Service Department, at: (510) 374-3994.*

The above was summarized from a longer article by Jan Stokley, Child Care Project Manager at the National Economic Development and Law Center. Emily Heumann is the Child Care Project Assistant. For more information or a copy of the longer article, contact them at: (510) 251-2600.

Healthy Child Care Update: Little Rock's Guardian Angel Project

A "Guardian Angel" is helping Little Rock, Arkansas, area child care facilities and Head Start programs improve immunization rates among preschool children. St. Vincent Health Clinic East, an outreach clinic of St. Vincent Infirmary Medical Center, began the Guardian Angel Project in 1993 in an effort to improve low vaccination rates among children in child care centers. The project is a grant funded program in partnership with the Arkansas Department of Health, Rotary Club 99, St. Vincent Auxiliary, the City of Little Rock, the Department of Human Services Child Care Licensing Section, Shots For Tots Partnership, and area child care and Head Start facilities.

The concept of taking the vaccines to the children has made this program highly successful. The program focuses on underserved areas of the city, although any child care facility may participate. To date, 57 facilities have been served, and more than 2,500 children vaccinated. More than 1,000 of those children were delinquent with immunizations before being identified by a Guardian Angel nurse. Childhood vaccines administered include those for DTP, Polio, Haemophilus Influenza Type B, Measles, Mumps, Rubella, and Hepatitis B.

The program employs two full-time nurses. Initially, a nurse contacts a child care facility and meets with the director. If the director agrees to participate, immunization records of all preschool children enrolled in the facility are reviewed. Children are identified as either eligible for age-appropriate immunizations, or delinquent. Records are researched by accessing the Arkansas Department of Health's statewide Immunization Reporting System. Parents and guardians of those who remain eligible or delinquent receive information packets, including a cover letter about the program, a consent form and questionnaire, and appropriate Vaccine Information Statements and brochures. Typically, a $3 records fee is charged; however, if the child is enrolled in the Medicaid program or the family cannot afford it, the fee is waived.

This program has become a model for other areas of the state. The project has not only aided parents in updating their child's vaccinations conveniently, but also boosted immunization rates from about 65-70 percent to 90-100 percent in 34 of the 40 facilities currently served.

For more information about this program, contact Laurie Pearson, R.N., Coordinator, Guardian Angel Project, St. Vincent Health Clinic East, at: (501) 376-2007.

Water Safety for Children

National Center for Injury Prevention and Control

More than 100 million Americans participate in water-related activities each year. To reduce the risk of drowning and other injuries, the National Center for Injury Prevention and Control recommends careful adult supervision at all times, especially when children are near water sources such as bathtubs, buckets, toilets, large puddles, and swimming pools. Small children can drown in as little as 1 inch of liquid, and in only 30 seconds.

How you can prevent drowning

- Watch children constantly. If you supervise young children, do not talk on the phone, mow the lawn, read, or play cards when watching children near any source of water.
- Never swim alone or in unsupervised places. Make sure that young children are always accompanied by an adult and that older children have a buddy. Water wings are not advised for children of any age.
- Learn to swim.
- Check the water depth before allowing children to enter. The American Red Cross recommends 9 feet of water as a minimum safe depth for diving and jumping.
- Use Coast Guard-approved personal flotation devices (life jackets) for all boaters, regardless of swimming ability, size of the boat, or distance traveled.
- To prevent choking, do not chew gum or eat while swimming, diving, or playing in the water.
- Keep children away from buckets, and empty all containers of liquids immediately after completing chores.
- Many communities mandate isolation fencing with self-closing and self-latching gates for pools to prevent direct access from a house or yard.
- Get certified in cardiopulmonary resuscitation (CPR).
- Make sure there are telephones near residential pools.

The National Center for Injury Prevention and Control (NCIPC) works with public and private organizations to conduct and evaluate research on the causes, risks, and preventive measures for injuries outside of work. The research includes: unintentional injuries caused by accidents, as well as injuries caused by violence, injury-related disabilities, and reducing the impact of injuries by improving trauma care and rehabilitation systems.

To learn more, contact NCIPC's Office of Communication Resources at (770) 488-1506.

CHILD CARE RESOURCES

➢ ***School's Out, Let's Eat: FRAC's Guide to Using the Child and Adult Care Food Program (CACFP) to Expand Afterschool Opportunities for Children***
Food Research and Action Center (FRAC)

This guide is designed to help school-age child care programs link with resources provided by the CACFP. It emphasizes the benefits for children and the program resources that can be gained by these linkages, and it highlights 12 successful models from across the country. (Available for $10 from FRAC, 1875 Connecticut Ave., NW, Suite 540, Washington, DC 20009, Attention: Publications, or call: (202) 986-2200).

➢ ***Welfare Information Network (WIN) Issue Notes, May 1997: Transportation and Welfare Reform***
April Kaplan

The Welfare Information Network (WIN), a clearinghouse for information, policy analysis, and technical assistance on welfare reform, publishes *Issue Notes* that address the emerging issues that confront states and communities. They provide an overview of key policy questions, a brief summary of research findings, promising practices, and resource contacts. (Free publications, available from WIN at: (202) 628-5790, or e-mail at: **welfinfo@welfareinfo.org** Visit the WIN web site at: **http://www.welfareinfo.org**).

➢ ***Serving Families***
G. Link and M. Beggs, with E. Seiderman

A handbook for program developers, this publication gives concrete information on building effective family support systems applicable to a variety of early childhood programs. Based on a series of fact sheets and training materials developed by the Parent Services Project, Inc. (PSP). (Available for $10 from the San Francisco Study Center, 1095 Market Street, Suite 602, San Francisco, CA 94103, or call: (888)281-3757. Visit the web site at: **http://www.studycenter.org**).

➢ ***NAEYC Accreditation as a Strategy for Improving Child Care Quality***
National Center for the Early Childhood Work Force

This study examined 92 child care programs in northern California over a three year period to document changes in program quality resulting from participation in the National Association for the Education of Young Children (NAEYC) accreditation process, the impact of support models on achieving accreditation, and the extent to which NAEYC accreditation contributes to building a skilled, stable early care and education work force. (A full report and an executive summary are both available from NCECW at: (202) 737-7700).

➢ ***Children and Welfare Reform Issue Brief 3***
The New Welfare Law and Vulnerable Families: Implications for Child Welfare/Child Protection Systems
Jane Knitzer and Stanley Bernard

One of a series of issue briefs from the National Center for Children in Poverty (NCCP) on children and welfare reform for policymakers, community leaders, and others. This issue examines the potential impact of P.L. 104-193 on vulnerable families already in or at risk of entering the child welfare/child protection systems. (Available for $5 from NCCP at: (212) 304-7100. Visit the web site at: **http://cpmcnet.columbia.edu/dept/nccp/**).

➢ ***Passages To Inclusion: Creating Systems of Care for All Children***
Prepared by the National Child Care Information Center (NCCIC) for the Child Care Bureau

This technical assistance monograph was compiled as a resource for the development of high quality, inclusive child care services for all children and families. It provides strategies for addressing issues critical to the creation or expansion of successful programs that include children with disabilities in child care. (Free publication, available from NCCIC at: (800) 616-2242, and at the National Child Care Information Center web site **http://ericps.crc.uiuc.edu/nccic/nccichome.html**).

The *Child Care Bulletin* is published six times a year by the National Child Care Information Center under the direction of the Child Care Bureau, Administration on Children, Youth and Families, Administration for Children and Families, Department of Health and Human Services.

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Next Issue:

Child Care Providers

Please send articles or ideas for future issues to the Editor, **Child Care Bulletin.**

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CHILD CARE BULLETIN

Child Care Bureau • July/August 1997 • Issue 16

Child Care Providers: Key to Quality Care

Each day, as families across the country ready themselves for work, millions of child care providers are ready to care for and educate their children. Child care providers play a pivotal role in the lives of the children entrusted to their care. The provider, in concert with a supportive community that provides adequate funding and clearly established standards, is the key to quality child care.

An educated and experienced child care provider:

- is responsive to the needs of each child,
- provides a family-centered child care environment,
- establishes a safe, nurturing, and stimulating setting for children to grow and learn,
- works in partnership with the family, and
- develops relationships with other community groups.

Such caregiving is essential to the successful development of the child, imperative for parents in the workforce, and a cornerstone of the community. While families are at work, quality child care settings give children the opportunity to thrive and develop to their full potential.

This issue of the *Child Care Bulletin* recognizes and celebrates the important work of the child care provider. It highlights ways in which states, national organizations, and communities are supporting the early childhood work force by establishing initiatives which promote leadership development and credentialing; providing a mechanism for child care providers to receive health benefits; developing comprehensive training opportunities; and increasing compensation for quality child care professionals.

Programs that have linked professional development and compensation, such as the T.E.A.C.H. Early Childhood® Project and the Military Child Development System, are described in this issue. Information is included on the national leadership development projects *Taking the Lead: Investing in Early Childhood Leadership for the 21st Century* and the *African American Early Childhood Resource Center*, as well as on ways that states and community programs have been training women who are transitioning off welfare to become successful child care providers. Also presented are initiatives developed by Save the Children Child Care Support Center such as warm lines, neighborhood networks, community collaboratives, specialized training, and resource rooms that help to support family child care providers.

We salute each child care provider, caring for infants, toddlers, preschool- age children, school-age children, in homes, centers, during the day, evening or weekend. We honor the dedication and efforts of all those who say, "I nurture the future; I am a child care provider." As another school year begins, our hopes are that it brings with it renewed energy and optimism and that together we can make a difference for all children and families.

U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Child Care Bureau

July/August 1997 • Issue 16

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A Profile of the Child Care Work Force

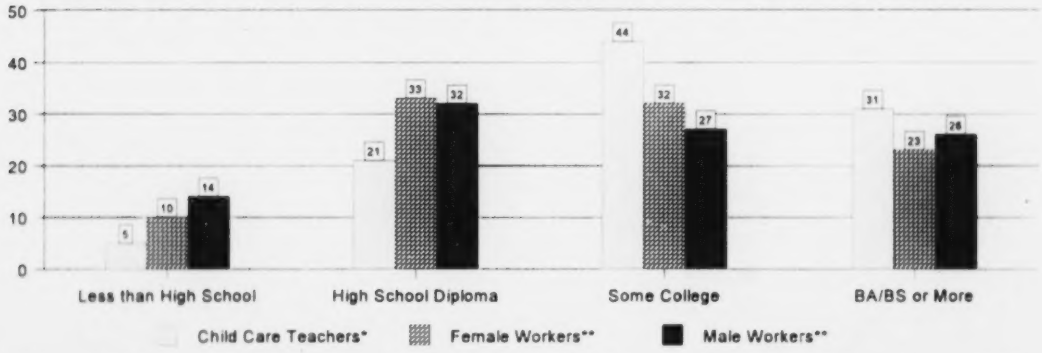
Approximately three million child care teachers, assistants, and family child care providers in the U.S. care for 10 million children each day.

Who are the child care teaching staff?

97% are female
41% have children
10% are single parents

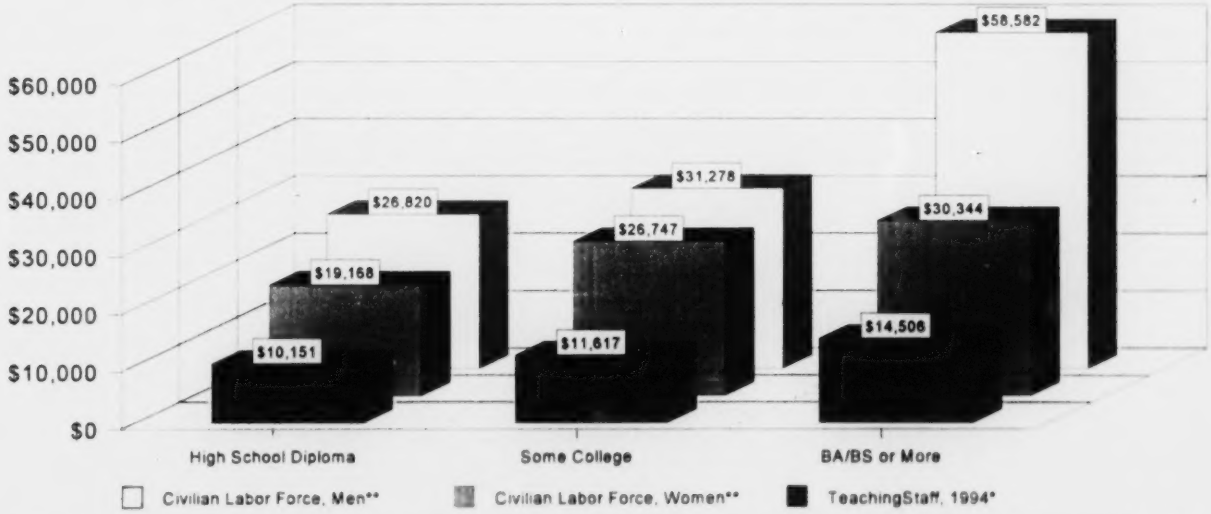
- Child care teaching staff earn an average of $6.89 per hour or $12,058 per year (based on 35 hours per week and 50 weeks per year) (data from *Cost, Quality and Child Outcomes in Child Care Centers*, Technical Report 1995, salary data are in 1993 dollars).
- Only 18 percent of child care centers offer fully paid health coverage to teaching staff.
- Although they earn lower wages, child care teachers are better educated than the general population.
- One-third of all child care teachers leave their centers each year.
- Family child care providers who care for and educate young children in their homes also have very low earnings. Providers earn $9,528 annually after expenses (data from *The Economics of Family Child Care Study*, a forthcoming publication from Wheelock College, earnings in 1996 dollars). Unregulated providers, who care for fewer children and are offered fewer supports, earned just $5,132 after expenses.

Education of Child Care Teaching Staff Versus All Workers



* National Child Care Staffing Study ** Current Population Surveys, 1995, Bureau of Labor Statistics, U.S. Department of Labor

Annual Wages of Child Care Teaching Staff Versus All Workers



*National Child Care Staffing Study, wages in 1996 dollars **Current Population Surveys, 1996, Bureau of Labor Statistics, U.S. Department of Labor

For more information, contact the National Center for the Early Childhood Work Force (NCECW), at: (202) 737-7700, or e-mail: **ncecw@ncecw.org**

This profile of the child care work force has been excerpted from information provided by the National Center for the Early Childhood Work Force.

New Initiative Focuses on Early Childhood Leaders and Directors

Cecelia Alvarado, Bess Emanuel, Kimberly Elliott, and Sheri Azer

The Center for Career Development in Early Care and Education at Wheelock College has begun a national early childhood leadership development initiative, *Taking the Lead: Investing in Early Childhood Leadership for the 21st Century*. Funded by the Early Childhood Funders Collaborative, the new initiative aims to improve the quality of programs for children and families by developing a diverse generation of leaders for the many roles within the early care and education field.

Taking the Lead intends to build the field's capacity to increase program quality by:

- expanding the skills of new and existing leaders in the field to generate greater public support for and private and public investment in early care and education; and
- advancing models of director credentialing for early care and education programs.

The initiative consists of several activities: a national scan of current leadership development options and director credentialing efforts, and two sets of pilot projects around the country.

The first set of pilot projects, *Experiments in Director Credentialing*, focuses on developing models of credentialing for those who direct early childhood programs. Given the pivotal role of the director, training in administration and leadership is important to the quality of programs. Awarding a credential that recognizes competence, commends accomplishments, and acts as an incentive for the pursuit of training is a strategy for states and communities to help directors develop the skills they need to achieve quality programs.

Also, *Emerging Leaders Experiments* will attempt to identify, train, and promote new and existing leaders in the field. The goals of this activity include assisting the field to develop an understanding of the institutional and personal barriers that may impede the development of potential leaders, working to identify the pathways to leadership, and assuring innovative content of leadership development.

Project applications have been received and final selection of the pilot sites is underway.

To learn more, contact Taking the Lead, *The Center for Career Development in Early Care and Education, Wheelock College, at: (617) 734-5200, ext. 211.*

New Resource Center Offers Leadership Development Opportunities

Carla Taylor

The National Black Child Development Institute (NBCDI) has launched the African American Early Childhood Resource Center to help diversify the leadership pool and to serve as a model for other under represented groups within the leadership ranks of the early childhood profession. The resource center will enrich higher education, enhance career opportunities, and provide technical assistance to early childhood organizations in areas such as improving the recruitment, retention, and advancement of diverse leaders. It will also maintain a database of diversity resources to identify teaching materials and seminars that promote leadership and multiculturalism. A Registry of African American Early Childhood Leaders will include a database of the skills and experiences of African American leaders in a variety of early childhood positions. Organizations and businesses may obtain a list of potential employment applicants, advisors, writers and presenters.

An African American Early Childhood Leadership Mentoring Program will pair entry level professionals and graduate students with mentors who will provide ongoing support. In addition, an African American Early Childhood National Leadership Network will organize a consortium of colleges, organizations, and corporations to expand opportunities for early childhood leaders.

Carla Taylor is Senior Editor and Public Policy Analyst for The National Black Child Development Institute (NBCDI). To learn more, contact NBCDI, 1023 15th Street, NW, Suite 600, Washington, DC 20005, or call: (202) 387-1281, or e-mail: **moreinfo@nbcdi.org** *Web:* **http://www.nbcdi.org**

Training Requirements in Child Care Licensing

Child care licensing regulations vary from state to state. Requirements range from no training needed prior to working with children to mandatory college-level coursework for providers.

In 1997, pre-service early childhood education training is required by:

- 20 states for teachers;
- 33 states for directors; and
- 11 states for family child care providers.

Annual ongoing hours of training are required by:

- 44 states for teachers;
- 36 states for directors; and
- 31 states for family child care providers.

Data compiled by The Center for Career Development in Early Care and Education based on information provided by Work/Family Directions, Inc. To learn more, contact The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176, or call: (617) 734-5200, ext. 211, or e-mail at: **whe_admin@flo.org** *Visit the web site at:* **http://ericps.crc.uiuc.edu/ccdece/ccdece.html**

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What's New with the CDA Credential?

The Child Development Associate (CDA) credential is nationally recognized in the early childhood field as a professional credential awarded to skilled child care providers. The Council for Early Childhood Professional Recognition (The Council) administers the CDA credentialing program (see "Staff Credentialing Programs Improve Skills," in the *Child Care Bulletin*, May/June 1995).

Currently, more than 90,000 providers have obtained the CDA credential and that number is rising. The number of child care providers applying for the CDA credential each year has grown to nearly 10,000 as a result of an increase in demand from many public and private employers for trained, qualified staff. In addition, 46 states and the District of Columbia incorporate the CDA into their licensing regulations.

Second Setting CDA

The CDA credential is awarded for a specific type of child care setting: center-based, family child care, or home visitor. For qualified caregivers who already have a CDA credential and wish to be certified in an additional setting, The Council now offers the Second Setting CDA. This credential is available to center-based and family child care professionals who received their CDA credential under the revised direct assessment procedures on or after January 1, 1993.

Revised CDA Renewal Process

The goal of the renewal system is to encourage caregivers to seek continuing education and professional growth. Effective January 1,1996, The Council revised the CDA Renewal Process for center-based and family child care. The renewal fee will continue to be $50, with the first renewal three years after receiving the CDA credential and then every five years thereafter. Those who do not meet the renewal criteria within a specified timeframe will need to complete a new CDA assessment. However, The Council is now holding an open renewal period. Caregivers whose CDA credential expired years ago may renew it before January 1, 1998 without completing a new assessment. Under the new CDA renewal requirements, a provider must:

- Hold a current Red Cross or other agency First Aid Certificate;
- Have at least 80 hours of work experience with young children during the year of renewal;
- Hold current membership in a national or local early childhood professional organization;
- Know an Early Childhood Education Professional who can complete a Letter of Recommendation regarding competence with young children;
- Show proof of at least 4.5 Continuing Education Units (CEU's), or a 3 credit hour course in early childhood education/child development within the past five years. The Council has also published CEU Criteria Guidelines that are available upon request.

New Publication

A CDA Training Guide that focuses on helping colleges, agencies, and organizations develop a CDA training program will soon be available from The Council.

To learn more, contact The Council for Early Childhood Professional Recognition at: (202) 265-9090 or (800) 424-4310.

Spotlight on... USA Child Care National Development Project

USA Child Care is a national membership association of child care and early education providers and advocates who deliver services directly to children and families. The mission of USA Child Care is to serve as a national voice for these direct service providers to ensure quality, comprehensive early care and education that is affordable and accessible to all families.

USA Child Care is working to develop statewide associations that can partner with states and local governments to deliver quality child care. Aided by a grant from the David and Lucile Packard Foundation, the National Development Project will establish new statewide associations of providers to help communicate needs in local communities through the voice of those working directly with families. The first of these new associations, the Missouri Child Care and Education Association, has moved quickly to create a position statement on welfare reform and to conduct a Leadership Development and Information Seminar on Child Care and Welfare Reform. Also, Indiana and New York have recently received grants from the National Development Project to establish coalitions of providers. Other components of the Project include assistance to any state working to create a statewide association of child care directors, development of an information service to link child care professionals with information on best practices and legislative developments, and skill-based training of about 45 child care providers as a national leadership corps on child care issues.

For more information about USA Child Care and the National Development Project, contact Shirley Stubbs-Gillette, President, at: (816) 474-3751, ext. 603, or Kathleen Hermes, Project Director, at: (913) 385-0034, or e-mail at: **usaccare@aol.com**

Child Care Initiatives Across the Country

Rhode Island Provides Benefits to Caregivers

The Governor of Rhode Island has announced significant enhancements to the state's child care program to ensure that quality child care is available to all working families. As of January 1998, reimbursement rates to licensed providers who care for subsidized children will increase to become more competitive with local market rates by the year 2000. Payments to providers will rise incrementally each year for three years.

In addition, licensed home-based providers who care for children of working families can now qualify for health and dental benefits through Rite Care, the state's health insurance program. Rhode Island is the first state in the country to offer comprehensive health and dental insurance to home-based providers. Health care coverage has been available since January 1997 and dental coverage since June 1997. Rite Care coverage is available to qualified providers and their minor children (under age 18) who reside with them.

To qualify for Rite Care membership, a provider must be licensed as a family care (home-based) provider. The provider must have been paid at least $1,800 by DHS for child care services within the six months preceding his or her request for coverage, and must not be in receipt of Rhode Island Medical Assistance or any other health insurance. The providers must requalify for Rite Care coverage every six months.

For more information, contact Carole Ponto, Senior Human Services Policy and Systems Specialist, Rhode Island Department of Human Services, at: (401) 464-2422.

Wisconsin's Incentives for Quality Standards

The Wisconsin Quality Child Care Initiative is designed to improve the quality of child care throughout the state. The Initiative includes a set of "High Quality Standards" established by the state. Programs are encouraged to meet the standards through multi-year Quality Improvement and Staff Retention grants. The grants pay for staff training, substitute time, improved compensation, equipment, and accreditation fees. The state has provided a number of resources to help programs meet the standards, including on-site technical assistance, a statewide information clearinghouse, an early childhood credentialing system that assesses whether staff training meets the standards and identifies training resources, and mentor teacher training.

A further incentive for quality is built into the reimbursement rate system for publicly-subsidized care. Center-based programs and family child care providers that become accredited receive a differential of up to 10 percent above the market rate. The actual amount of the incentive cannot exceed the price charged to private-pay families by the facility.

To become eligible for the differential, centers must be accredited by the National Association for the Education of Young Children. Family child care providers can be accredited by the National Association for Family Child Care, the state AEYC affiliate, or have a CDA credential.

For more information, contact either Kay Hendon at: (608) 266-8200 or Laura Saterfield at: (608) 266-3443, in the Wisconsin Office of Child Care.

Georgia: Advancing Careers Through Education and Training

The Advancing Careers Through Education and Training (ACET) project in Georgia aims to improve childhood care and education by developing a career system for the field. The ACET project is funded by Georgia Academy, a private nonprofit agency, and the Georgia Child Care Council, which administers CCDF monies.

During the past five years, a group of experts has volunteered their time to put the professional development system in place. This group, the Collaborative Leadership Team, and Georgia Academy developed a strategic plan which is the blueprint for the project.

A major accomplishment has been the completion of professional competencies for early care and education, school-age care, administration, and training. The competencies are used as the basis for all state approved child care training.

To help improve accessibility of training across the state and particularly in rural areas, ACET has developed a competency based curriculum for a Train-the-Trainer program. This curriculum focuses on adult learning and the development, design, and delivery of high quality training. More than 200 trainers will participate through a grant from the Georgia Child Care Council.

The next steps for ACET include finding ways to increase salaries as child care professionals reach higher levels of education, developing a statewide registry to track training credits, identifying "levels" of professionals, designing training for both beginning and advanced teachers, and designing a system to certify trainers.

To learn more, contact Anita Payne, ACET Project Coordinator, at: (800) 586-2238, or (404) 527-7394.

Initiatives to Recruit and Support New Child Care Providers

California: Helping Welfare Recipients To Pursue Careers in the Child Care Field

The California Department of Education will launch three pilot programs in different areas of the state to train Temporary Assistance to Needy Families (TANF) recipients to become child care and development teachers. In the two-year training program, TANF recipients will be selected, enrolled full time in community college during the first year, with tutorial assistance as needed, and assigned to a mentor teacher to supervise their field placement and provide advice and support. The second year of training will include paid employment, up to 32 hours per week, and continued education. The program's educational goal is for participants to complete 24 units in early childhood education and 16 units in general education to qualify the TANF recipient to apply for a Child Development Teacher Permit at the end of the program.

The California Department of Social Services will also award funds to county welfare departments for two-year pilot projects to train welfare recipients as in-home licensed or license-exempt family child care providers, or caregivers who will work in a child's own home. A special effort is being made to recruit providers for infants and mildly sick-child care and for child care during non-traditional hours.

The objectives for the projects are to increase the supply, quality, and safety of license-exempt care; to help welfare recipients meet work participation requirements; to help counties meet work participation goals; and to provide state and local program managers with data to assess the effectiveness of training welfare recipients to be child care providers.

A portion of the project funds may be used to pay for recipient expenses such as licensing fees and CPR training. The projects' requirements for participants include a minimum age, intentionality of wanting to become a child care provider, and an assessment of candidates for suitability in the profession, as well as for their training needs. The participants also set goals and make plans for reaching and maintaining self-sufficiency.

*For more information, contact either David Houtrouw, California Department of Education, Child Care Division, at: (916) 323-3090, e-mail: **dhoutrou@cde.ca.gov** or Gale Wright, Chief of the Child Care/Cal-Learn Section, California Department of Social Services, at: (916) 657-2144.*

Pennsylvania: Shifting From Unemployment to Family Child Care Provider

Funding provided by the Philadelphia Job Partnership Act and the Pew Charitable Trusts has created an initiative designed to expand the availability of affordable, neighborhood based child care and to help public assistance recipients move toward self-sufficiency.

Since 1992, the YMCA of Philadelphia and Vicinity has operated a family child care network which recruits and provides training and support to low-income and unemployed individuals who are willing to enter the child care field. The YMCA provides assistance with licensing and insurance fees, ongoing training through local universities, and $1,000 in start-up costs for specific furniture items, equipment, and toys. The YMCA also conducts unannounced monitoring visits and offers technical assistance to the providers.

The network currently consists of 36 homes and expects to increase the number to 50 or more by the end of 1997. Thirteen homes are accredited and several more are in the process of achieving accreditation. In addition, 8 Latino providers are currently in training, and plans are being made for training in an Asian community with Vietnamese, Cambodian, and Korean caregivers. Outreach is also being done in the Ethiopian, South African, and West Indian communities in Philadelphia.

To learn more, contact Lola Rooney, YMCA Family Child Care Network, at: (215) 963-3786.

Colorado: Moving From Public Assistance to Success in the Child Care Field

Through state legislation, Colorado has created the Neighbor-to-Neighbor Child Care Training and Education Pilot Program. The goals of the program are to increase the supply of trained child care providers while helping recipients of public assistance reach self-sufficiency. The program is funding ten pilot sites throughout the state to recruit, train and educate public assistance recipients to become center-based or family child care providers. The pilot sites include family resource centers, post-secondary educational institutions, a county department of human services, a community mental health center, and child care resource and referral agencies.

The Neighbor-to-Neighbor program does not provide direct cash assistance to participants, but rather, supports the new providers with training, assistance in obtaining the appropriate state and local licenses, and assistance with start up costs. An evaluation will be prepared at the end of this one year pilot project. It will include best practices, pilot site comparisons, challenges, and employment related outcome information.

For more information, contact Oxana Golden, Colorado Department of Social Services, Division of Child Care, at: (303) 866-5943.

Support for Those Starting a Career in Early Childhood

As states work to move welfare recipients into employment, they may consider training Temporary Assistance for Needy Families (TANF) recipients who want to work with children for careers in the early childhood field. To help prepare candidates for a successful career in child care, especially individuals who seek to become economically self-sufficient, it is critical to keep the following points in mind.

- Individuals must choose to make this their work.
- Use a screening process to identify individuals who have interest in and aptitude for the work.
- Individuals must be prepared for a successful career that brings them economic self-sufficiency.
- Quality training must be built in before and during employment.
- Supervised fieldwork with young children is a key component of training.
- Transitional personal support is essential.
- The different needs of the varying TANF population must be considered and built into the training options.
- Build capacity for continued training and mentoring.
- Links between increased compensation and increased training and competence are key.
- Many individuals need additional supports and structures to succeed in family child care.

This is a summary of information developed by The Center for Career Development in Early Care and Education at Wheelock College. It is based on conversations with numerous state administrators, training program administrators and representatives from states, communities, and national organizations. It also draws on materials developed by the National Center for the Early Childhood Work Force, the Child Care Action Campaign, Bank Street College of Education's Center for Family Support, and the Child Care Law Center.

T.E.A.C.H. Project Helps Promote Professional Development in Six States

Sue Russell

To address critical issues of professional development, compensation, and staff retention in the child care field, Day Care Services Association in North Carolina created the T.E.A.C.H. Early Childhood® Project (see also "T.E.A.C.H. Project Retains Providers," *Child Care Bulletin*, May/June 1995). Started as a pilot program in 1990 to provide teachers with a scholarship to work toward their associate degree in early childhood education, the Project now serves as an umbrella for seven different scholarship initiatives.

All seven scholarship programs have four components: scholarship, education, compensation, and commitment. To receive a scholarship that covers a large share of tuition, book and travel costs, and may provide paid release time, depending on the program, the recipient agrees to complete a specified amount of education. The caregiver then receives additional compensation in the form of a raise or a bonus and also agrees to continue working in their child care program for a specific period of time. There are currently scholarships to earn the North Carolina Early Childhood or Family Childhood Credential, the Child Development Associate (CDA) credential, an associate degree in early childhood education, a bachelor's degree in child development, or to become a Model/Mentor Teacher.

More than 4,300 scholarships have been awarded in the last four years. For those participants with scholarships to earn their CDA credential, associate, or bachelor's degree, the turnover rate has averaged less than 10 percent per year. Participants working on the associate degree have averaged 16 credit hours per year, while working full time. After four years in the scholarship program, their earnings have increased 30 percent, indicating not only that they are receiving the expected additional compensation, but that they are making progress on the career ladder in their program.

Funding for T.E.A.C.H. Early Childhood® Project has always been a partnership between the scholarship program, the teacher, and the child care program in which they work. While the Project continues to receive foundation and corporate support, the North Carolina General Assembly has provided the Project state funding for the last five years and will provide $1.422 million in continuation funding this year.

The Project has been licensed to operate in five other states: Colorado, Florida, Georgia, Illinois, and New York. In each state, the T.E.A.C.H. Early Childhood® Project is administered by a statewide child care organization committed to improving the education and compensation of the early childhood work force. Using the principles and scholarship components that are fundamental to the Project, each state has created its own scholarship programs that fit into the educational structure of the state and meet the needs of its child care providers.

Administering organizations in each state:
- Colorado Office of Resource and Referral Agencies
- Florida Children's Forum
- Georgia Association on Young Children
- Illinois Network of Child Care Resource and Referral Agencies
- New York State Child Care Coordinating Council

Sue Russell is the Executive Director of Day Care Services Association, which administers the T.E.A.C.H. Early Childhood® Project in North Carolina. To learn more, contact Sue Russell or Edith Locke at: (919) 967-3272.

Neighborhood Networks and Warm Lines Support Family Child Care

Roberta Malavenda

Developing neighborhood child care networks is a productive response to the child care challenges that face many communities. The Save the Children Child Care Support Center (CCSC) in Atlanta, Georgia, works with partners such as churches and synagogues, housing authorities, child care centers, family child care associations, community collaboratives, and other groups to create active networks that build on each community's strengths and assets. The CCSC's role is to provide child care specialists for the community.

The following examples show how neighborhood networks increase the supply of child care and improve its quality through training, technical assistance, and visits to family child care homes and to informal caregivers.

➤ In Dallas, Georgia, a fast-growing community west of Atlanta, CCSC joined with the Paulding Collaborative for Children and Families to plan an expanded system of quality early care and education beginning at birth. Through "Starting Points," families with newborns are contacted and offered services, and an "Early Start" program, funded by the Metropolitan Atlanta Community Foundation, features a family child care network and home-based child development activities. The Collaborative also sponsors a child care committee to encourage business, government, and others to invest in the community's child care system and contributes space for the CCSC's parent referral service.

➤ In DeKalb County's Chamblee Doraville area, Spanish-speaking caregivers learn about state registration, health and safety, child development, and business practices in monthly workshops and meetings. Child care providers receive start-up equipment and supplies and learn about eligibility for financial assistance to build fences or to remove outdoor safety hazards. This provider and child-oriented partnership, funded by the United Way of Metropolitan Atlanta, includes Sheltering Arms Child Development and Family Support, The Latin American Association, Catholic Social Services, and the CCSC.

➤ Networks in the rural areas of Meriwether and Polk counties in Georgia offer free workshops in convenient locations for both regulated and unregulated caregivers. These otherwise isolated providers have opportunities to attend state-approved training, learn about community resources, borrow toys and equipment from lending libraries, and network with each other. Child care specialists help them to arrange their homes for safe caregiving, develop parent policies, and create marketing fliers. The Polk Collaborative for Families and Children is sponsoring a CDA workshop for providers who have made a special commitment to professionalism. Also, a campaign has begun to recruit providers to help parents who must work evening or weekend shifts by providing child care during nontraditional hours.

➤ The Child Care Support Center's Warm Line and Resource Room offer a variety of services and supports for family child care providers. Prospective caregivers attend "How to Start a Family Child Care Home" workshops and learn about state family child care rules and regulations. The Resource Room staff also assist with required fingerprinting services and resource specialists answer questions about zoning, insurance, associations, and community child care planning efforts.

The CCSC is promoting the expansion of neighborhood child care networks by promoting technical assistance to other states.

Roberta Malavenda is Deputy Director of the Save the Children Child Care Support Center (CCSC). For more information, contact: Save the Children CCSC, 1447 Peachtree Street, NE, Suite 700, Atlanta, GA, 30309-3030, or call: (404) 479-4200.

The National Association for Family Child Care (NAFCC) is a professional organization representing family and group home child care providers throughout the United States. The purpose of NAFCC is to serve as a national voice and networking system for family child care. NAFCC is a national membership organization that provides technical assistance to family child care associations through leadership and professional development, and by promoting quality and professionalism through the NAFCC accreditation program. NAFCC develops publications for family child care providers, including *Quality Criteria for Family Child Care* and *The National Perspective* newsletter.

For more information, contact:
National Association for Family Child Care (NAFCC)
206 - 6th Avenue, Suite 900
Des Moines, IA 50309-4018

or call: (800) 359-3817 or (515) 282-8192
e-mail: **nafcc@assoc-mgmt.com**
Visit the web site at:
http://www.assoc-mgmt.com/dms/users/nafcc

Highlights from the Military Child Development System

The Department of Defense (DoD) Child Care System is the largest employer sponsored child care program in the world, serving more than 200,000 children (ages birth to 12) daily. Known as the Child Development Program, it includes 811 child development centers, 9,793 family child care homes, and information and referral services. Through these delivery systems, DoD offers full-day, part-day, hourly care, before- and after-school programs, and extended hour care to cover nights, weekends and shift work schedules. The services also include care for infants and toddlers, mildly ill children, and those with special needs.

The Military Child Development Program has evolved to become a model system with many valuable lessons to share with states, territories, tribes, and local communities. The following are some highlights:

▶ **Staff Training** - Training is key to providing quality child care. The Military Child Development Program uses competency based training modules which follow the 13 functional areas of the Child Development Associate (CDA) credential program. In addition, caregiving staff complete another 24 hours of training each year. The military actively promotes professional development and maintains a staff training "up-or-out" policy.

▶ **Compensation** - A critical element of program quality is a wage and benefits package that contributes to staff retention. The military has seen turnover rates respond to training and wages. By linking wages and advancement to training, education, and performance, the military has dramatically reduced the turnover rate among caregiving staff. In 1996, the annual rate was below 40 percent compared to as high as 300 percent a decade ago. Most employees in the Military Child Development Program receive annual and sick leave plus other benefits such as health and life insurance.

▶ **Certification and Inspection** - Standards and oversight provide consistent quality and safety. Four unannounced inspections are held each year, one of which is conducted by a higher headquarters and leads to DoD certification, the equivalent of state licensing. Each inspection has a firm "fix, waive or close" policy to ensure action. DoD also maintains a toll-free hotline for parents to report safety concerns.

▶ **Accreditation**- By meeting accreditation standards, the military has an outside evaluation source that is key to long-term quality child care. Currently, 75 percent of all eligible military child development centers have been accredited by the National Association for the Education of Young Children (NAEYC), and the remainder are in various stages of the accreditation process.

▶ **Sliding Fee Scales** - Quality care costs more than most parents can afford. Cost sharing creates affordable care. Fees are established on a sliding scale, based on total family income. Families pay between $36-$90 per week, with $65 being the average weekly fee in 1996. Parents pay about half the cost of care. In the child development centers, there is a dollar for dollar match of appropriated funds to parent fees. In family child care homes, the military provides indirect financial support through equipment lending libraries, low cost insurance options and free training, as well as direct cash subsidies in some locations as incentives to care for infants.

Partnerships with States, Tribes, and Communities

The following are a few examples of ways that the Military Child Development Program has been coordinating with off-base child care programs:

Family Child Care: The Navy has Memorandums of Agreement with the states of Texas, New York, and Oregon to provide training and technical assistance for off-base family child care providers. The providers meet state licensing standards, have liability insurance, and complete the same training as Navy providers. They also have access to the family child care resource library and attend DoD sponsored training at no cost.

Accreditation Mentoring: The child development staff at the Davis Monthan Air Force Base in Arizona has assisted the Tucson Urban League Center in the accreditation process. Also, the center director at Dyess Air Force Base in Texas serves as a mentor for several local off-base centers that are pursuing accreditation.

School-Age Care: The Army's school-age program at Fort Meade, Maryland and the YMCA have formed a partnership to deliver services. The YMCA provides the space and Fort Meade staffs and equips the program.

Training: Nursing students at North Alabama Skills Center learn about child care principles through the center at the Army's Redstone Arsenal in Alabama.

Resource and Referral: The Dover Air Force Base in Delaware works with Family and Work Place Connection, a resource and referral agency, to help both military and civilian families find child care.

Intergenerational Programs: The Marine Corps Base at Camp Pendleton, California has established an intergenerational program with a community senior center.

The DoD National Clearinghouse for Military Child Development Programs has materials that may be of interest to child care agencies, such as a Directory of Military Child Development Programs by state, a bibliography of available materials, and other information.

To learn more, contact the National Clearinghouse for Military Child Development Programs at: (888) 237-3040.

Healthy Child Care Update: Action Steps to Support Providers

Using the Healthy Child Care America Campaign's *Blueprint for Action*, communities can link health programs with child care. The following are some action steps and strategies excerpted from the *Blueprint* which involve support for providers.

Action Step: **Provide training and ongoing consultation to child care providers and families in the areas of social and emotional health.** Ensure that mental health services are available so that families and child care providers can take advantage of opportunities to enhance the social and emotional health of children.

★ Offer training in stress management techniques to families and child care providers.

★ Train providers and families to foster children's self-esteem and to recognize social and emotional problems.

★ Establish ongoing communication between social service programs and child care providers.

Action Step: **Expand and provide ongoing support to providers and families caring for children with special health needs.** Providers and families need information and resources about how the Americans with Disabilities Act will impact child care in areas such as inclusion of children with special needs, eligibility for services, and removal of barriers in facilities.

★ Establish linkages between providers, Part H, University Affiliated Programs, and other organizations to provide support, information, and resources.

★ Encourage parents of children with disabilities to serve as mentors for child care providers.

Action Step: **Assess and promote the health, training, and work environment of providers.** Avoiding back injury, reducing risk of infectious disease, and scheduling adequate rest breaks can enhance job satisfaction and the overall well-being of providers. Healthy staff provide the best care for children.

★ Supply information to providers concerning occupational hazards and measures to reduce these hazards, such as using proper posture when lifting and carrying children to avoid leg and back injuries.

★ Develop personnel policies regarding paid sick leave, vacation, and health benefits for child care providers.

★ Work to ensure mentoring and adequate compensation for child care providers.

A full-text version of the Healthy Child Care America Blueprint *is available through the National Child Care Information Center's web site at:* **http://ericps.crc.uiuc.edu/nccic/nccichome.html** *or link directly from the American Academy of Pediatrics' web site at:* **http://www.aap.org**

PUBLICATIONS

➢*Financing Child Care in the United States: An Illustrative Catalog of Current Strategies*
A. Mitchell, L. Stoney, and H. Dichter

A compendium of innovative public- and private-sector strategies for financing child care services, with in-depth profiles and analyses of nearly 50 projects. Development and distribution of the publication has been made possible through funding from The Ewing Marion Kauffman Foundation and The Pew Charitable Trusts. (Free publication, available from: Publications Fulfillment, The Pew Charitable Trusts, 2005 Market Street, Suite 1700, Philadelphia, PA 19103-7017, or call: (215) 575-4776. It is also available through the web site at: **http://www.pewtrusts.com/docs/childcare.html**).

➢*Using Research to Improve Child Care for Low-Income Families*
An-Me Chung and Louise Stoney

This report is a synthesis of major issues, policy questions, research findings, and information needs in child care policy. It provides a framework for ongoing dialogue and action by the research community in partnership with state child care administrators and other key stakeholders. (A Child Care Bureau, ACF/DHHS publication, available free from the National Child Care Information Center at: (800) 616-2242, or send e-mail to: **agoldstein@acf.dhhs.gov** It is also available in full-text online at the NCCIC web site at: **http://ericps.crc.uiuc.edu/nccic/nccichome.html**).

➢*Strengthening the Social Compact: An Intergenerational Strategy*
Generations United

A monograph from the fall 1996 Wingspread Conference, *2000 and Beyond: Building an Action Plan for the Intergenerational Movement*, which assessed intergenerational approaches and programs as a means to strengthen communities and foster the engagement of adults in the lives of children. It provides guidance for advancing an organization's programs and policy goals. (Available for $7 from Generations United, c/o CWLA, 440 First Street, NW, Suite 310, Washington, DC 20001-2085, or call: (202) 662-4283 or fax: (202) 408-7629).

CHILD CARE RESOURCES

» » » Organizational Resources « « «

Center for Career Development in Early Care and Education, Wheelock College (617-734-5200, ext. 211) strives to improve the quality of care and education for young children by helping states and localities build early childhood training systems. Activities include publishing and disseminating documents to inform professional development efforts around the country; working with strategic sites to document innovative career development projects; providing technical assistance; offering advanced seminars in child care administration; serving as a resource on development of state policies related to professional development issues; and working with other national organizations to inform policy makers and to develop program and funding strategies for career development. *For more information, write to: The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176, or send e-mail to:* **whe_admin@flo.org** *Visit the web site at:* **http://ericps.crc.uiuc.edu/ccdece/ccdece.html**

Council for Early Childhood Professional Recognition (800-424-4310 or 202-265-9090), works to improve the status of professionals working in centers, family child care homes, and as home visitors; and helps to meet the need for qualified staff through administration of the Child Development Associate (CDA) Credentialing Program. The CDA acknowledges skills of working professionals and helps provide a framework for professional development. The Council has a one-year formal education program leading to the credential, the CDA Professional Preparation Program (CDA P_3), and has also expanded its focus to include administration of Reggio Children/USA (tracking developments of Reggio Emilia experiences in early childhood programs in the United States), along with the National Head Start Fellowships Program, and the Army School-Age Credentialing Program. The Council also fields a national training team, in alliance with other national early childhood organizations, and publishes books and manuals on trends and developments in the field. *For more information, write to: The Council for Early Childhood Professional Recognition, 2460 16th Street, NW, Washington, DC 20009-3575.*

National Center for the Early Childhood Work Force (202-737-7700) is a resource organization committed to improving the quality of child care through upgrading the compensation and training of child care workers. NCECW is a national resource clearinghouse on child care staffing issues, and works toward better regulation and funding of child care services. NCECW coordinates two major national efforts to promote leadership and career advancement for teachers and providers: the Worthy Wage Campaign, a grassroots coalition working for better-quality care for children and a better livelihood for teachers and providers, and the Early Childhood Mentoring Alliance, an information and technical assistance network for mentors and mentoring programs nationwide. The NCECW works through policy and program development, research and evaluation, and public education activities at the national, state, and local levels. *For more information, write to: National Center for the Early Childhood Work Force (NCECW), 733 15th Street, NW, Suite 1037, Washington, DC, 20005, or e-mail:* **ncecw@ncecw.org**

National Institute for Early Childhood Professional Development, an initiative of the **National Association for the Education of Young Children (NAEYC) (800-424-2460, ext. 386 or 388)** was launched in 1991 to improve the quality and consistency of professional preparation programs for early childhood educators. This initiative is instrumental in refining standards for early childhood preparation programs and also hosts an annual national conference which focuses exclusively on teacher preparation and development, and highlights innovations and initiatives from across the country. *For more information, write to: National Institute for Early Childhood Professional Development, NAEYC, 1509 16th Street, NW, Washington, DC, 20036, or visit the NAEYC web site at:* **http://www.naeyc.org/naeyc**

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http://www.acf.dhhs.gov/programs/ccb

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Next Issue:

New State Initiatives in Child Care

Please send articles or ideas for future issues to the Editor, **Child Care Bulletin.**

Please circulate or photocopy the* Child Care Bulletin *for maximum distribution

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CHILD CARE BULLETIN

|Special Issue|

White House Conference on Child Care

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We are very pleased to bring you this Special Issue of the *Child Care Bulletin*, in honor of the **WHITE HOUSE CONFERENCE ON CHILD CARE**, held on October 23, 1997. The day-long conference, hosted by President Bill Clinton and First Lady Hillary Rodham Clinton, provided an unprecedented opportunity to focus national attention on issues critical to meeting the needs of children and families for high quality, affordable child care.

The conference featured a morning panel discussion, moderated by the President and Mrs. Clinton on *The Challenge: Availability, Affordability, and Assuring Safety and Quality in Child Care*. The afternoon panel, *Learning From What Works*, shared examples of best practices and was moderated by Mrs. Clinton and Vice President Gore. Thousands of participants joined with us across the country by sponsoring working meetings and conferences in their communities. Over 100 localities accessed the proceedings via satellite downlink.

Joan Lombardi, Associate Commissioner of the Child Care Bureau, described the Conference as "a special day for all of us, especially for working families who depend on child care everyday and for the providers who work to meet the needs of the children in their care." We have the chance to embrace the positive momentum that such an extraordinary event can generate and bring about real change. Child care is everybody's business. New efforts across all levels, and in partnership with the private sector, can assure that all children receive the care they need to grow and thrive.

We hope that you will continue in your efforts to ensure that each family who needs child care will have the information, resources and options that will enable them to succeed as parents and as workers: child care that they can count on, they can afford, and they can trust to keep their children safe, healthy, and happy.

Financial Aid and Tax Credits Available to Assist Child Care Workers With Education

Secretary Donna E. Shalala of the U. S. Department of Health and Human Services and Secretary Richard W. Riley of the U. S. Department of Education recently issued a joint letter to inform current and potential child care providers of the availability of additional financial resources to help them pursue postsecondary education related to child care careers. Their letter emphasizes the availability of current sources of Federal financial aid for all eligible students and introduces new Federal tax credits for students or their families, that together can help make starting or continuing postsecondary education a reality.

The U. S. Department of Education supports a variety of student financial aid programs, including grants, loans, and subsidized work experiences. These Federal student aid programs can help pay for courses needed for child care providers to become licensed or to earn specialized child development credentials. Federal student financial aid may also be available to help pay for continuing education courses to improve skills or advance in the child care field.

Pell Grants

Pell Grants are one type of Federal grant that can be tapped by potential and current child care providers. Eligibility for these grants is based on family income, and they are available to part time or full time undergraduate students who have not earned a bachelor's degree. Federal Pell Grants do **not** have to be repaid. The amount of award available to each student is variable and depends on financial need, cost of attending school (including associated costs such as transportation and dependent care), and how long the eligible training program is. To apply for this Federal student financial aid, a standard application must be submitted (the Federal Application for Federal Student Aid -- FAFSA) which considers financial details such as student and family income and expenses, assets, and family size, in order for the amount of the award to be determined.

To receive any Federal student financial aid, an applicant must meet general eligibility requirements. Applicants must:

- have a high school diploma or a General Education Development (GED) certificate, pass a test approved by the U.S. Department of Education, or meet other standards the State establishes that are approved by the U. S. Department of Education;
- be enrolled in an eligible program;
- be working toward a degree or certificate;
- be a U.S. citizen or eligible non-citizen;
- have a valid Social Security Number;
- make satisfactory academic progress once in school;
- not be in default on a Federal student loan or owe a refund of an overpayment; and
- register with the Selective Service, if required.

The same application procedures and eligibility criteria apply for consideration of other forms of Federal student financial aid, including student loans, which must be repaid after education is completed, and subsidized Federal work-study, which lets students work and earn money to help pay for school. Loans and work-study options are available for both undergraduate and graduate students and are available on the basis of financial need, but with higher family income eligibility guidelines.

Tax Credits

Besides these forms of Federal student financial aid, new tax benefits for adults who want to return to school and for parents who are sending or planning to send their children to college will be available due to recent changes in the tax code. These tax credits effectively make the first two years of college universally available, and will give many working Americans the financial means to go back to school if they want to choose a new career or upgrade their skills. Two new tax credits to be aware of include the "HOPE Scholarship" Tax Credit and the "Lifetime Learning Tax Credit."

"HOPE Scholarship" Tax Credits will be available for payments made toward tuition and required fees after December 31, 1997, for enrollment after that date. Students will receive a 100% tax credit for the first $1,000 of tuition and required fees, and a 50% credit on the second $1,000 for the first two years of college attendance. These credits will be phased out for tax filers with higher incomes. The taxpayer can claim a credit for personal tuition expenses or for the expenses of a spouse or dependent children.

Lifetime Learning Tax Credits are targeted to adults who want to go back to school, change careers, or take a course or two to upgrade their skills, and to college juniors, seniors, graduate and professional degree students. A family will receive a 20% tax credit for the first $5,000 of tuition and required fees paid each year through 2001, and for the first $10,000 thereafter. Families may claim this credit for amounts paid on or after July 1, 1998 for college or vocational school enrollment beginning on or after that date. The maximum credit is determined on a taxpayer (family) basis, and is also phased out at higher income levels. Families will be able to claim the Lifetime Learning tax credit for some members of their family and the "HOPE Scholarship" tax credit for others who qualify in the same year.

To get more information, call the Federal Student Aid Information Center, 800-4-FED-AID (800-433-3243), Monday through Friday between 8:00 a.m. and 8:00 p.m. Eastern Time, visit the Department of Education's web site at <***http://www.ed.gov/offices/OPE/Students/***>, or review *The 1997-98 Student Guide* available at most public libraries and postsecondary schools. For additional information about the tax credits described here and other possible tax benefits to students enrolled in postsecondary education and their families, check the information on the following page of the Department of Education's web site: <***http://www.ed.gov/offices/OPE/PPI/hopehome.html***

President Proposes Child Care Provider Scholarship Fund

During the White House Conference on Child Care, President Clinton announced a National Child Care Provider Scholarship Fund as well as an outreach plan to let child care providers know that they may be eligible for Pell Grants. When enacted, these new measures will help improve the quality of our nation's child care by helping caregivers get training and raise their pay, thereby supporting efforts to recruit and retain them.

New National Child Care Provider Scholarship Fund: The National Child Care Provider Scholarship Fund will provide more than $300 million in scholarships over five years to up to 50,000 child care providers annually --helping the more than half a million children they care for.

Up to a $1,500 Scholarship and Higher Pay For Continued Service: The Fund will provide scholarships of up to $1,500 to current and future child care providers who agree to remain in the field for at least one year after receiving assistance. These providers will earn increased compensation or a bonus when they complete their course work, provided by some combination of the Fund and the provider's employer.

Public-Private Partnership: The Fund will receive at least $250 million in Federal funds over five years, with every four dollars of Federal funds matched with at least one dollar of private, local or State funds. States will have flexibility in designing their programs, and can provide scholarships for students working toward a state or national credential, certificate, or Associate, B.A., or B.S. degree. States cannot use the Fund to substitute for existing efforts. States also cannot provide scholarships to employees or child care providers that are not licensed or registered.

Modeled on Successful Programs: The Fund is modeled on the North Carolina T.E.A.C.H. Early Childhood Project, a bipartisan program that has been shown to work. Participants in T.E.A.C.H. complete an average of 18 credit hours per year and receive an average 10 % increase in their wages. They have less than a 10 % turnover rate, compared to the statewide rate of 42 %. The President's Child Care Provider Scholarship Fund is also modeled on the Defense Department's model of tying pay raises to increased training.

Builds on Pell Grants: While not limited to those eligible for Pell Grants, the scholarships build on Pell Grants for those eligible by covering any costs not covered by Pell, including tuition and fees, books, supplies, transportation, and child care expenses. For example, a typical caregiver in a child care center earns $12,000 a year. Attending a community college half time, with total costs of $3,000, this individual would be eligible for a $1,350 Pell Grant in 1997-98. The Fund will then provide additional monies. All applicants must first apply for Pell Grants before receiving a Child Care Provider Scholarship.

Actions To Help Child Care Workers Take Advantage of Pell Grants, the New Lifetime Learning Tax Credit and Other Financial Aid: Many child care providers are not aware of other financial aid that is available now. The Secretaries of Education and Health and Human Services jointly sent a letter to child care providers in all 50 states, providing them with information on the aid already available to current and future child care providers, including Pell Grants, the new Lifetime Learning and "HOPE Scholarship" Tax Credits, and loans.

Service as a Strategy in After-School Programs

At the White House Conference on Child Care, President Clinton announced steps to use community service to strengthen after-school programs.

Helping Communities Link Service and After-School Programs

To enable more communities to use community service to enrich their after-school programs, the President announced actions by the Corporation for National Service's new To Learn and Grow Initiative, a public-private partnership dedicated to expanding access to and enhancing the quality of after-school programs through service. The initiative will:

- Release a "How-To Manual" that shows after-school programs how they can use service to strengthen their efforts (prepared by the Corporation for National Service with the National Institute on Out-of-School Time at Wellesley College) and
- Provide training and technical assistance to after-school programs that want to use national service and volunteers to help meet their needs.

Building on What Works

Today, communities use both volunteers and those engaged in full-time service commitments such as AmeriCorps to extend the reach and improve the quality of many child care and after-school programs. These individuals work alongside child care providers, educators, and community-based professionals across the country. Two-thirds of national service programs supported by the Corporation for National Service, including AmeriCorps, address the needs of children and youth, many in child care and after-school programs. The To Learn and Grow Initiative will build on this experience to show programs across the country how to use volunteers and others engaged in service to provide better care to more children.

Young people can also benefit from serving others after school hours. For example, Big Brothers/Big Sisters made a commitment at the Presidents' Service Summit that its mentors would participate with young people in service projects. In addition, the Corporation's Learn and Serve program supports service-learning programs across the country, where young people serve and then reflect on that experience. The To Learn and Grow Initiative's manual and training activities will guide after-school programs in incorporating service into their activities.

Successful Programs Exist

Successful programs where service strengthens after-school programs today include Jumpstart AmeriCorps, where AmeriCorps members get needy children and their families ready for school; Columbia University's Community Impact program, where AmeriCorps members provide educational enrichment, mentoring and tutoring for youth from K-3rd grade in collaboration with the YMCA; the Retired and Senior Volunteer Program in St. Paul, Minnesota, which pairs seniors and middle school students in after-school programs with 900 children in K-3rd grade; and the Sheridan Family Resources Center in Colorado, where AmeriCorps members tutor at-risk youth, run after-school and summer camp programs, and help youths and senior citizens obtain access to health services offered by school-based and community clinics.

President Clinton Sends National Crime Prevention and Privacy Compact to Congress

On October 23, 1997, the President transmitted the National Crime Prevention and Privacy Compact to Congress. The compact will facilitate effective background checks on child care providers by eliminating state law barriers to the sharing of criminal history information for purposes other than ongoing criminal investigations. The vast majority of child care providers are caring people who have dedicated their lives to teaching and nurturing children. But one tragedy in child care is too many, and background checks are one important way to ensure that the people watching our children are fit for this responsibility.

Current Limitations on Information

Many states currently have laws prohibiting release of criminal history records for purposes other than ongoing criminal investigations -- such as in connection with background checks for employment or licensing. This means that a child care agency wishing to do a nationwide check to determine whether a potential child care worker has a criminal history will not be able to gain direct access to all states' records but instead must go to the FBI for information. FBI records, however, are not nearly as complete as states' own records because state reporting of criminal dispositions to the FBI is wholly voluntary. In addition, FBI checks can take weeks or months to complete because of the total volume of FBI records and the FBI's nationwide criminal responsibilities.

Effect of the Compact

Under the compact, each ratifying state would agree to release its own criminal history information to other ratifying states for any purpose authorized by the receiving state's law. This means an agency wanting to do a nationwide check for a purpose authorized by state law need not rely on incomplete FBI records, but may gain access directly to other states' complete criminal records. The only role played by the FBI would be to give the requesting agency a list of the states in which the individual has a criminal record (information which the FBI would have in complete form), so that the agency can access those states' record directly. In this way, the compact will vastly increase the effectiveness and efficiency of nationwide criminal background checks.

One Step in Ensuring Safety of Child Care

A background check is only a first step in assuring that our children are cared for safely. Many people who are unsuited to be child care providers are never arrested or convicted of a crime; most child abuse cases, for example, are not prosecuted in criminal court. A recent study by the American Bar Association's Center for Children and the Law found that personal interviews and reference checks are essential tools in checking the credentials of caregivers.

Remarks by First Lady Hillary Rodham Clinton

I'd like to take a minute for all of us to think about what's happening in America this morning, and about what happens every morning. Parents are making the preparations to get to work, and those preparations include for most working families putting their children in the care of others. And most, even before they're out the door, are worrying about the logistics of the care that their children will receive. Some are even worrying about the safety or quality of that care.

There are many who are wondering whether they would get better quality care if they could pay more. Others are struggling to determine how they'll be able to afford next month's payment. And there are many who are in the work force who worry every day about how they'll care for their child and hold down the job that they need. Many parents will go to work, but have trouble focusing on work because they are worried about the sniffle that their daughter had or wondering how their son is faring.

And before we finish today, many more working parents will keep looking anxiously at the clock and will murmur into telephones the instructions that their children need after school, because their concerns don't end at the end of the day for their children's school time, because parents won't get home, so that they have to worry about what happens to keep their child safe and well occupied during those hours, as well.

These are just some of the questions that America's parents are asking themselves this morning and every morning that they prepare to go to work. Some parents ask themselves these questions in the afternoon, as they prepare to go to a swing shift, or at midnight as they start to work in one of the other jobs that are essential to keeping our economy strong.

Earlier this month I went to the University of Maryland to visit its center for young children, and as soon as I walked in the door I knew immediately it was the kind of place any of us would feel comfortable sending our children. I was, frankly, tempted to sign up myself. The walls were painted bright colors. There was lots of natural light. The workers there were creative, energetic and focused. Inside there were toys and crafts material. Outside there was a playground. And the children looked happy and occupied and full of energy.

Now, later I left the center to make a speech, and after the speech I opened the floor to questions. And the very first question was one that I thought summed up the dilemma that we face today. It came from a divorced mother who works full-time as a secretary at the university. To send her 4-year-old son to the center I had visited, she told me, would cost $6,000 a year, a quarter of her income, and she just couldn't do it. She had to do some real juggling to get the situation that she told me about. She was able to send her son to another less expensive center because she qualified for a scholarship, and she moved back in with her parents. Otherwise, she said, I would have to quit my job and go on welfare, and then I would have to worry about who would watch my child as I looked for a job.

She and so many women like her are the reason we are here today, and parents like Paula Broglio, who is here with us in the East Room, represent the millions of parents who worry about this important issue. Thirteen million American children spend all or some of their day being cared for by someone other than their parent. Yet, a recent national study found that child care at most centers in our country is, "poor to mediocre, with almost half of the infants and toddlers in rooms having less than minimal quality."

The study also concluded that fully 40 percent of the rooms serving infants in centers provided care that was of such poor quality as to jeopardize children's health, safety or development. A recent University of Colorado at Denver survey of child care in four states found only one in seven child care centers to be of good quality.

And quality care, as Paula and so many others know, when it is available is often financially out of reach. According to the 1995 census, families earning under $1,200 a month or less than $15,000 a year pay an average of 25 percent of their income for child care. Middle class families are hit hard as well. These families, earning up to $36,000 a year pay 12 percent of their income for child care.

The urgency of this conference today to focus on child care is heightened by the new scientific information we have about the emotional and intellectual development of young children. As we learned at the White House Conference on Early Childhood Development in April, what happens to a child in the earliest years affects

how well he or she learns for a lifetime. With 45 percent of our children under the age of one in day care regularly, the issue of quality has tremendous bearing not just on individual lives, but on the future of our nation.

What's more, we now know from other studies that good care, whether given at home or in a day care setting, is good care. Done right, day care can be beneficial for children, and it is, therefore, worth our investment.

There's another reason that compels us to act, and that is demand. Demand for quality child care is growing, hastened on by our new economy, which has meant in the last 40 years dramatic changes in the American work force and in the American family's life. We know, for example, that half of all mothers with children under one year of age are working outside the home, and not only are more parents working, they are working longer hours. Also, with welfare reform we know that many more children will be needing quality child care.

So this conference is meant to start a conversation. It is only one day, but we hope it is a day that will renew our efforts to improve child care in America. We also hope it will involve our entire national community, because every aspect of our life together must be involved in looking for solutions. The federal government has a role to play, but so do state governments, business and labor, the nonprofit and religious communities, school systems, individual citizens, and especially parents.

We also know there are models of excellent child care around the country and we will hear about some of them -- like the military's day care system or the Smart Start Program in North Carolina. These initiatives provide examples of best practices and can energize and inspire us to do more.

We also know how important it is to ensure choice for parents in their selection of child care. One size fits all child care does not fit America's families. We don't work the same hours, we don't have the same economic or other kinds of pressures that we're dealing with, so we have to provide more options and we have to empower parents with good information to enable them to become good consumers. We also have to find ways that would make it easier and more affordable for parents who want to stay home with their children for some period of time to be able to afford to do so.

We now know from other studies that good care, whether given at home or in a day care setting, is good care. Done right, day care can be beneficial for children, and it is, therefore, worth our investment.

So I hope we approach this conversation with a certain fearlessness, with the same kind of energy that I see on the face of a three or four-year-old who's going about some task that he knows will occupy himself. We need to have the same kind of fearless approach, asking the hard questions and then listening to the answers.

There will be a lot of questions raised today -- questions about how to ensure the safety of every child in child care; how to do a better job of training and paying care-givers; how to encourage more employers to provide child care benefits of some variety to employees; how to make successful after-school programs more widely available; how to meet the needs of children with disabilities; how to better support parents who choose, often at significant cost, to stay home with their children; how to ensure that quality and affordability do not come at the expense of one another; and how to learn from the good models that we have in every community and state of our country; and, also, how do we leave ideology at the door and honestly address the real needs of America's families.

These are tough questions, and there are many more that we will be considering today. But we consider these questions at an opportune time. And we hope that this conference will spur the conversations around kitchen tables and water coolers and standing in supermarket aisles or at soccer games, or while going to or from work in the carpool -- whatever it takes to engage more Americans in this discussion, to make it clear that we want American parents to succeed at the most important task they have, caring for the next generation, and to be good workers who contribute to the economy and the quality of life that we enjoy in our country.

Remarks by President Bill Clinton

"No parent should ever have to choose between work and family between earning a decent wage and caring for a child."

This is a happy day at the White House, first for all the people in the administration and all those who have worked with them for months and months and months to help this day come to pass; and second, and even more important, from my point of view, this is a happy day because I have been listening to the First Lady talk about this for more than 25 years now and it may be that I will finally be able to participate in at least a small fraction of what I have been told for a long time I should be doing. And I say that in good humor, but also with great seriousness.

This is an anniversary of sorts for me. It was six years ago today as a newly announced candidate for President that I went back to my alma mater at Georgetown and began a series of three speeches outlining what I thought America ought to look like in the 21st century and what I thought we would have to do to create a country in which everyone had an opportunity, everyone was expected to be a responsible citizen, and where we came together across all the lines that divide us into one community.

There are many things that are necessary for that to be done, but clearly two of them are, first, people in this country have to be able to succeed at work and at home in raising their children. And if we put people in the position of essentially having to choose one over the other, our country is going to be profoundly weakened. Obviously, if people are worried sick about their children, and they fail at work, it's not just individual firms; it's the economic fabric and strength of the country that is weakened. Far more important, if people fail at home, they have failed in our most important job, and our most solemn responsibility.

Second, we'll never be the kind of country we ought to be unless we believe that every child counts and that every child ought to have a chance to make the most of his or her God-given abilities.

That's why we're here today -- to examine where we are and what we still have to do. And what we still have to do is quite a lot, to make sure we live by what we believe when we say that all parents should be able to succeed at home and at work and that every child counts. No parent should ever have to choose between work and family; between earning a decent wage and caring for a child. Especially in this day and age when most parents work, nothing is more important than finding child care that is affordable, accessible, and safe. It is America's next great frontier, in strengthening our families and our future.

As the Catholic Conference has noted, no government can love a child and no policy can substitute for a family's care. But there is much that we can do to help parents do their duty to their children. From my days as governor of Arkansas to my service as President, strengthening families has been a central goal of what I have worked on. I'm very proud that the first bill I had the opportunity to sign into law as President was the Family and Medical Leave Act, so that no parent has to choose between caring for a child or keeping a job when a family member is ill.

The expanded earned income tax credit helps to ensure that parents who work don't have to raise their children in poverty. No one who is out there working full-time with children should have to worry about that. Expanded Head Start programs are serving more families than ever before. We've collected record sums of child support enforcement. The historic balanced budget I signed this summer provides a $500-per-child tax credit and helps parents to pay for their children's college education through IRAs, expanded loans and Pell Grants, the HOPE Scholarship and other tax credits.

The Congress has before it now a program of Secretary Riley's called 21st Century Community Schools in which we ask for funds to help our states keep our schools open after classroom hours for children who have no place else to go and need that environment. We've also made some progress on child care. Since 1993, child care assistance has increased by 70 percent to help families pay for nearly a million children. Last year in the welfare reform debate, we fought and won the battle to expand child care assistance by $4 billion over the next six years, giving states an unprecedented opportunity to lead, to innovate in efforts to make child care more affordable.

But we have to do more. With more families required to rely on two incomes to make ends meet, with more single-parent families than ever, more young children are left in the care of others even in their earliest years. And as the First Lady said, we learned at our Conference on Early Childhood and the Brain, that's when children develop or fail to develop capacities that will shape the entire

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rest of their lives. It's also true that more and more schoolchildren are returning to empty homes after school.

The first thing we have to do is to make it possible for parents to spend time with their children whenever possible. That's why I hope the Congress will vote to expand the Family and Medical Leave law so that parents at least can take some time off for their children's medical appointments, teacher conferences and other basic duties. And I support flex-time laws that will allow workers to choose between receiving overtime in pay or in time off with their families.

But during those times when children can't be with their parents, they must get care that keeps them safe and that helps them to learn and grow. As we all know, too often that isn't the case. Too often, child care is unaffordable, inaccessible and, sometimes, even unsafe. The cost, as Hillary said, strains millions of family budgets. And government assistance meets just about a quarter of the need. Even for those who can afford it, sometimes good care is hard to find. Waiting lists sometimes take months or years to move, forcing many parents to cobble together unstable arrangements.

The shortage of care puts older children at risk, as well. Five million of them between the ages of five and 14 are left to fend for themselves after school. And as they get older, that increases the chances that they'll be exposed to drugs, tobacco and crime.

Finally, studies have shown that too many child care facilities are literally unsafe. The tragedies that have befallen families who depended on child care continue to make headlines all across our nation. This conference is an important step forward in addressing all these issues. What we learn today should spur us on to find ways to help parents, all parents, afford safe, affordable, high quality child care, whether it's at home, a child care center or a neighbor's house.

In the coming months, our administration will develop a plan to be unveiled at the next State of the Union address, to improve access and affordability, and to help to ensure the safety of child care in America. In the meantime, I want to announce four specific things we can do right now.

First, I'm asking Congress to establish a new scholarship fund for child care providers. Too many caregivers don't have the training they need to provide the best possible care. Those who do have training are rarely compensated with higher wages. The scholarship program I propose will help students earn their degrees as long as they remain in the child care field for at least a year, and it will ensure that caregivers who complete their training will receive a bonus or a raise.

Second, we have to weed out the people who have no business taking care of our children in the first place. I am transmitting to Congress the National Crime Prevention and Privacy Compact, which will make background checks on child care providers easier and more effective by eliminating state barriers to sharing criminal histories for this specific purpose. I urge Congress to pass and states to ratify this legislation.

Third, I've asked Secretary Rubin to oversee a working group on child care, composed primarily of business leaders working with labor and community representatives to find ways more businesses can provide child care or help their employees afford high quality child care. And again, I thank John Sweeney for his important support of this initiative. In some ways the most gripping part of that film we saw was the father talking about how he was just consumed with worry at work. No parent should ever have to go through that.

Finally, we must use community service to strengthen and expand access to after-school programs. Today, the Corporation for National Service through its To Learn and Grow Initiative will pledge to help after-school programs all across our country to use volunteers to provide better care to children. It is releasing a how-to manual for groups who want to incorporate community service into after-school programs. And I think that, Secretary Riley, if we can win in our little budget battle here on the 21st century community schools, then together, we can do some real good out there on this issue.

My friends, for centuries, over two now, the American Dream has represented a compact that those who work hard and play by the rules should be able to build better lives for themselves and for their children. In this time, and even more into the future, child care that is too expensive, unsafe or unavailable will be a very stubborn obstacle to realizing that dream. So let us commit ourselves to clearing the obstacle, to helping parents fulfill their most sacred duty, to keeping the American Dream alive for them and most important, for their children.

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Remarks by Secretary Donna E. Shalala, DHHS

Whether I'm talking to parents struggling to make ends meet or women trying to balance work and family, there are two words that always come up: child care. Parents usually talk in whispers: Most would rather tell their bosses they have a flat tire than admit they have a child care problem. Now, thanks to the President and Mrs. Clinton, we've brought the issue of child care into the spotlight and turned the private conversations families have into a national discussion we all must have.

This is not the first time in our history that we've faced this challenge. When Rosie the Riveter entered the work force during World War II, her family needed child care. So President Roosevelt and Congress acted to provide it.

Today, as Secretary Rubin pointed out, millions of daughters and granddaughters of the World War II generation are in the work force -- not to win a war, but to win financial security for their families and independence for themselves. So once again, families need child care. And, once again, the national government must be a partner with states, communities, businesses and families to meet our nation's growing child care needs. Why? Because investing in child care and after school programs is one of the best investments we can make in our economic future.

No matter where you live or what kind of care you choose, parents should always have confidence that their children are getting the best.

As a big Cleveland Indians fan, I've obviously been thinking a lot about the World Series. And when I think about where we stand in understanding and addressing the child care issues facing our nation, I see us in the 7th inning stretch -- knowing that we're doing better, but not as well as we should. Knowing that the picture of child care is uneven -- some communities are doing well and others are not stepping up to the plate. And knowing that the most important part of the game is yet to come.

Because of the leadership of the President and First Lady, the early innings have brought real progress. We're spending more. This year we invested $3 billion in the Child Care Development Block Grant -- an increase of almost 70 percent since 1993. This grant, combined with state funds, is helping to care for 1 million children from welfare families and the working poor. Since President Clinton took office, our investment in Head Start has almost doubled to $4 billion -- and now serves nearly 800,000 children a year. And our Dependent Care Tax Credit -- valued at $2.5 billion -- will help 5 million families pay for child care this year.

We're learning more. Research funded by our National Institute of Child Health and Human Development found a direct link between high quality child care and a child's subsequent cognitive and language development. And we're reaching out more. We started a National Child Care Information Center to share information with states and communities. We're fostering public-private partnerships. We're providing states with technical assistance and models that work to help them address quality and other important issues. And we're linking child care and health care agencies to improve safety and give children the health care services they need.

But as the President made clear this morning we must DO more -- and we need to do better. Because today only about one million children receive federal child care assistance even though 10 million are eligible. And because the 7th inning stretch is a time not only to stand up, but also to look out -- to engage in a real national dialogue about where we are, and what each of us must do to take us where we need to go.

Let me give you a snapshot of where the gaps are on three issues: Availability, affordability, and quality. For parents, these areas really boil down into three basic questions about child care: Can I get it? Can I afford it? And can I trust it?

First, can I get child care? We don't have a big centralized child care system. We have a diverse system that includes everything from company sponsored day care centers to family day care to informal arrangements with friends and relatives. Yet, too many parents don't have access to even one of these options. As the General Accounting Office report made clear, parents are running up against major shortages of care -- especially for infants, for children with disabilities, for school age children , and for families working nontraditional hours.

Over half of our schools do not offer after-school services to children -- and those same children -- especially in low-income communities -- often cannot find

after-school care in their neighborhoods either. It's especially tough for middle school and junior high kids. As they move through adolescence, they desperately need imaginative programs and caring adults after school -- but too few of them are getting it.

Even when child care is available, it is often inaccessible, because there is no transportation from home, work, or the place of care. But assume that parents can find and get child care: It still has to be affordable or it doesn't do them much good.

Which brings me to the second question every parent is asking about child care: Can I afford it? As Mrs. Clinton has pointed out, families earning less than $1200 a month pay about a quarter of their income for child care. The federal government is trying to ease this burden. And we've done a pretty good job of helping people move from welfare to work by expanding child care. For example, most federal assistance goes to families at or near the poverty line. For a family of four, that would be income of just over $16,000.

But this problem extends far beyond poor families. It is a challenge that faces all working families. It's great that many states are trying to make child care more affordable by linking eligibility to income instead of welfare status. But we need to be careful. Because even as many states increase eligibility, they are also increasing the amount they expect parents to pay.

And even when parents can get -- and afford -- child care. They still need to ask themselves: "Can I trust it?" That is the third and last piece of the child care problem I want to highlight: quality and safety.

No matter where you live or what kind of care you choose, parents should always have confidence that their children are getting the best. We have many extraordinary child care settings that we should be proud of. They're in the military, in businesses, in schools and in communities. Yet, many child care arrangements have serious shortcomings. Part of the problem is low reimbursement rates from many states.

Another part is inadequate licensing. All states have some form of child care licensing. But many children -- even infants -- are in care that is exempt from it. To make matters worse, in some states our Department found numerous instances where child care facilities did not comply with the states' health and safety standards. And unlike the military, where child care centers are inspected many times each year, in the civilian sector, too many child care programs don't receive even a single inspection during the year.

Perhaps the biggest threats to quality are poor training and low wages for child care workers. Most child care staff only earn around $12,000 a year with few, if any, benefits. These low wages cause a third of child care workers to leave their jobs every year, which can be damaging to young children who need stable care.

In addition, last year, more than half the states required little or no training for child care staff before they started work. We're trying to close that gap. Under our new Child Care Development Fund, all states using federal funds are required to provide basic health and safety training. To prevent SIDS deaths in child care settings, our department is educating child care workers about the importance of putting infants to sleep on their backs -- and the importance of telling their parents to do the same. And we believe that all child care centers receiving federal funds should have to make sure that the children they serve are immunized.

As I said, I consider this conference to be our 7th inning stretch. But reaching the end of the game will be the tough part. It means making sure that all parents have the information and the personal assistance they need to make one of the toughest decisions of their lives. It means making sure that states don't have to make impossible trade-offs when choosing which children are eligible, how much parents pay, and how much child care providers are reimbursed.

And, it means making sure that parents don't ever have to make impossible trade-offs either -- trade-offs between keeping their jobs and keeping their children safe.

As the other panelists will make clear, that's only going to happen if all of us continue to share information and invest resources -- from the federal government, to the states, to the private sector, to communities and parents. And that's only going to happen if we judge ourselves not on what we say today, but on what all of us do tomorrow.

Thank you.

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Child Care for Young Children: Quality

"Recent brain research suggests that warm, responsive child care is not only comforting for an infant; it is critical to healthy development."

- Rethinking the Brain: New Insights into Early Development
Families and Work Institute (1997)

● **Higher quality child care for very young children (Birth to 3) was consistently related to high levels of cognitive and language development.** "Mother-Child Interaction and Cognitive Outcomes Associated with Early Child Care," NICHD Early Child Care Research Network (1997)

● **Studies have raised concerns about the quality of care:**

- A four-state study of quality in child care centers found **only one in seven (14%) were rated as good quality.** *Cost, Quality and Child Outcomes in Child Care Centers, (Executive Summary)* University of Colorado at Denver (1995)
- **Thirteen percent of regulated and 50 percent of nonregulated family child care providers offer care that is inadequate.** *The Study of Children in Family Child Care and Relative Care*, Families and Work Institute (1994)
- **"The quality of services provided by most centers was rated as barely adequate."** *The National Child Care Staffing Study* (Executive Summary), National Center for the Early Childhood Workforce (1989)

● **"[M]any children living in poverty receive child care that, at best, does not support their optimal development and, at worst, may compromise their health and safety."** *New Findings on Children, Families, and Economic Self-Sufficiency*, National Research Council, Institute of Medicine (1995)

What Works to Improve the Quality of Child Care

● **"Children who receive warm and sensitive caregiving are more likely to trust caregivers, to enter school ready and eager to learn, and to get along well with other children**. . . To ensure that child care settings nurture children, protect their health and safety, and prepare them for later school success, better qualified staff are essential." *Starting Points: Meeting the Needs of Our Youngest Children*, Carnegie Task Force on Meeting the Needs of Young Children (1994)

● **"[S]maller group sizes, higher teacher/child ratios and higher staff wages result in quality child care.** Outcomes for children are also better when they attend programs that include a curriculum geared to young children, well prepared staff and where parents are involved in programming." *Early Childhood Care and Education: An Investment That Works*, National Conference of State Legislatures (1997)

● **Any child care setting will benefit from a health consultant** . . . to advise on potential infectious diseases, explain symptoms and treatments to families, plan health alert procedures when infectious disease occurs, and assist with public health reporting requirements. *Caring for Infants and Toddlers in Groups*, Zero to Three: National Center for Infants, Toddlers and Families (1995)

● **States with stronger licensing requirements had a greater number of good-quality centers** according to recent research. *Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver (1995)

● **Voluntary conformity to higher standards through professional center accreditation or through meeting another set of quality standards also increased the likelihood of higher classroom quality.** *Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver (1995)

For additional information, contact the National Child Care Information Center at (800) 616-2242 or visit the Web site at ***http://ericps.crc.uiuc.edu/nccic/nccichome.html***

Out-of-School Time
School-Age Care

According to the Bureau of the Census, in 1997 there were 38.8 million children between the ages of 5 and 14 years living in the U.S. There are approximately 24 million school-age children with parents in the workforce or pursuing education (based on 1993 SIPP data from the Bureau of the Census).

Care Arrangements of School-Age Children

● Experts estimate that **nearly 5 million school-age children spend time as latchkey kids without adult supervision during a typical week.**

● **Approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before- and/or after-school programs in 1991,** according to the National Study of Before and After School Programs.

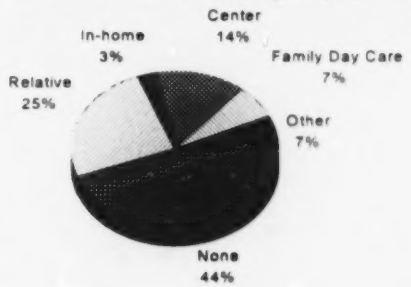
● In 1993-94, according to the National Center for Education Statistics, there were 18,111 before- or after-school programs in public schools--70% of public schools did not offer extended learning programs.

● School-age children are likely to spend time in many different care arrangements. According to the National Child Care Survey (1990), **76 percent of school-age children with an employed mother spend time in at least two child care arrangements during a typical week, in addition to their time in school.**

● According to the National Child Care Survey, children aged 5 to 12 with employed mothers use the following types of supplemental care: 7% are in family day care, 14% are in centers, 3% are cared for by in-home providers, 25% are cared for by relatives and 44% do not use supplemental care.

Use of Supplemental Care,

Children 5 to 12 with Employed Mothers



The Effects of Out-of-School Time on Children

● Children under adult supervision in a formal program during after-school hours have demonstrated improved academic achievement and better attitudes toward school than their peers in self- or sibling care. Miller and Marx, 1990 in *Supplement of the National Assessment of Chapter 1*

● Youth are at greatest risk of violence after the regular school day. Youth between the ages of 12 and 17 are most at-risk of committing violent acts or being victims between 2:00 pm and 6:00 pm--a time when they are not in school. *Fight Crime: Invest in Kids*, 1997

The most frequently mentioned barrier to participation is the parents' inability to pay the tuition and fees charged by programs. Other barriers include availability, quality of activities, inadequate facilities, transportation, high staff turnover, hours of the program and lack of resources.

Components of Successful Before- and After-School Programs include: linkages between after-school and regular school programs, children's participation in age appropriate learning activities, hiring of qualified staff, low student-staff ratio, involvement of parents, program evaluation and coordination with the schools and other community organizations.

For information on what states and communities are doing to meet the need for school-age care, contact the National Institute on Out of School Time (formerly the School-Age Child Care Project), Center for Research on Women, Wellesley College at (617) 283-2547 or visit the World Wide Web site at: http://www.wellesley.edu/WCW/CRW/SAC/. For additional information on extended learning in after-school programs in schools, contact the U.S. Department of Education. Please call (800) USA-LEARN or visit the World Wide Web site at: http://www.ed.gov/PFIE.

Child Care for Young Children: Demographics

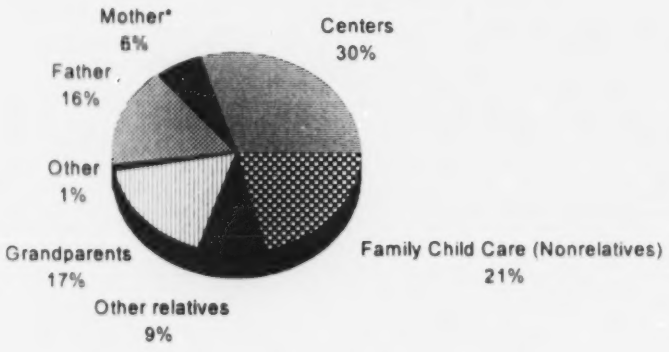
● According to the National Center for Education Statistics, in 1995 there were approximately 21 million infants, toddlers, and preschool children under the age of six in the U.S.; more than 12.9 million of these children were in child care.†

● Forty-five percent of children under age one were in child care on a regular basis.†

● While use of center-based care increased from 1988 to 1993, most young children are still in a home-based setting, including family child care.**

Primary Child Care Arrangements Used by Families with Employed Mothers for Preschoolers: 1993

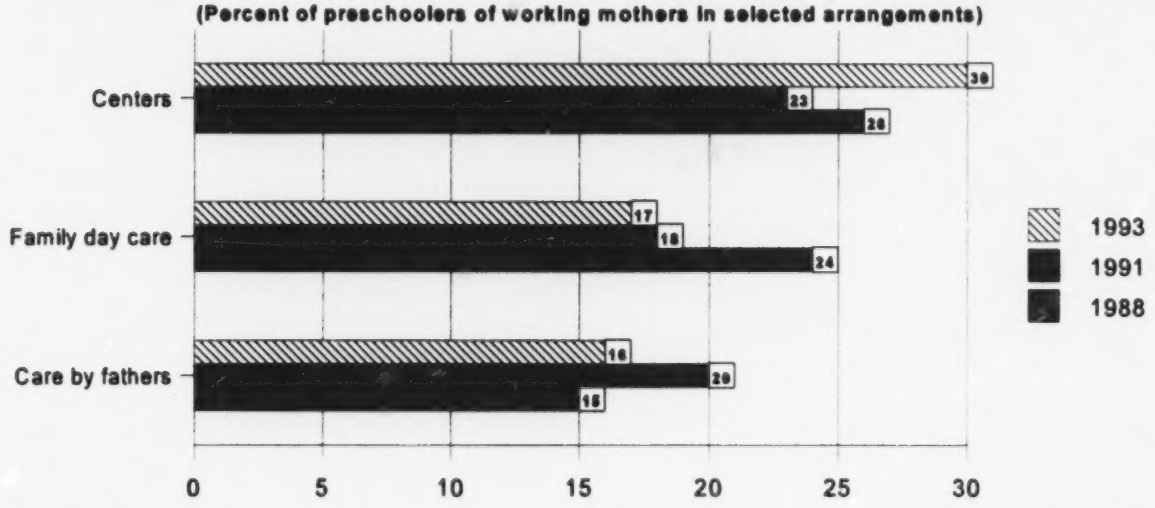
(Percent of preschoolers of working mothers in selected arrangements)



* Includes mothers working at home or away from home. Source: Casper, L.M. *Who's Minding Our Preschoolers?* U.S. Bureau of the Census, Current Population Reports, P-70, no. 53, Washington, DC 1996

Changes in Selected Child Care Arrangements: 1988 to 1993

(Percent of preschoolers of working mothers in selected arrangements)



Source: Casper, L.M. *Who's Minding Our Preschoolers?* U.S. Bureau of the Census, Current Population Reports, P-70, no. 53, Washington, DC 1996

This profile of child care demographics has been excerpted from information provided by the † National Center for Education Statistics, U.S. Department of Education and the **U.S. Bureau of the Census.

For additional information, contact the National Child Care Information Center at (800) 616-2242 or visit the Web site at ***http://ericps.crc.uiuc.edu/nccic/nccichome.html***

Economics of Child Care

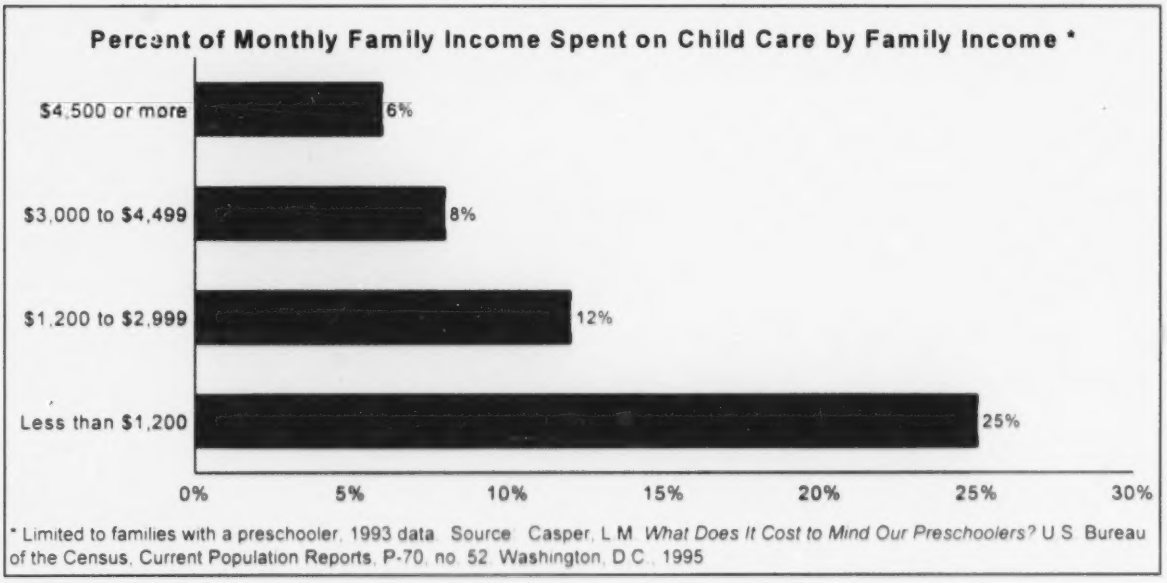
● In 1994, 62% of married mothers with a child under age six were in the workforce, compared with 30% in 1970.†

● The increased employment of mothers outside the home has led to a sharp increase in the use of child care over the past several decades. Eight of 10 employed mothers with children under six are likely to use some form of nonparental child care arrangement.†

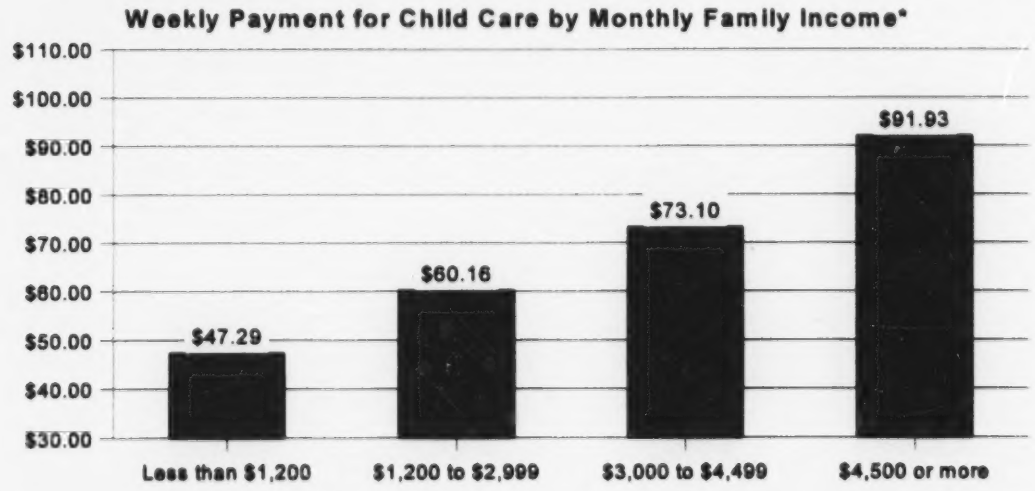
● In 1990, 7.2 million mothers with 11.7 million children under age 15 worked full or part time during nonstandard hours.**

● In 1993, the average family with an employed mother and a child under age five spent about $74 per week for child care for all preschoolers in the family.*

● Families with annual incomes under $14,400 that paid for care for children under five spent 25% of their income on child care, compared with 6% for families with incomes of $54,000 or more.*



* Limited to families with a preschooler, 1993 data. Source: Casper, L.M. *What Does It Cost to Mind Our Preschoolers?* U.S. Bureau of the Census, Current Population Reports, P-70, no. 52. Washington, D.C., 1995



*Limited to families paying for child care for preschoolers, 1993 data. Source: Casper, L.M. *What Does It Cost to Mind Our Preschoolers?* U.S. Bureau of the Census, Current Population Reports, P-70, no. 52. Washington, D.C., 1995

Information in this fact sheet is excerpted from † Sandra L. Hofferth, "Child Care in the United States," *The Future of Children*, vol. 6, no. 2 Summer/Fall 1996, with additional information from: National Center for Education Statistics, U.S. Department of Education; *U.S. Bureau of Census; **Women's Bureau, U.S. Department of Labor.

For additional information, contact the National Child Care Information Center at (800) 616-2242 or visit the Web site at ***http://ericps.crc.uiuc.edu/nccic/nccichome.html***

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Address Correction Requested

CHILD CARE BULLETIN

New State Initiatives in Child Care

As the New Year begins, we look back on 1997 as a period in which increased federal funding and new state flexibility have given rise to strategies geared to meeting the growing need for quality, affordable child care for all families. In addition, the White House Conference on Early Learning and Brain Development in April, and the Child Care Conference in October continued to raise the nation's awareness of the importance of early childhood education for children, families, and communities.

Many states have responded by making child care a priority. Several states have increased state funds for child care beyond the amount required by the Child Care and Development Fund, and others are using some TANF funds for child care. These additional funds will be used for initiatives that will serve additional families, improve quality, increase capacity, and support the child care infrastructure.

This issue of the *Child Care Bulletin* includes several examples of how groups at the state, federal, and local level -- both public and private -- are working together to form creative strategies that benefit families, guard the safety of children, and promote their healthy development. In particular, this issue highlights state strategies that:

- build capacity to serve infants and toddlers;
- enhance training opportunities for child care workers;
- promote quality through reimbursement rate differentials; and
- address affordability issues for families.

In addition, it includes further remarks from panelists at the White House Conference on Child Care.

The end of the year has also brought with it a transition in leadership for the Child Care Bureau, as Joan Lombardi has accepted the position of Deputy Assistant Secretary for Policy and External Affairs, Administration for Children and Families. We extend our deepest appreciation to Joan for her high level of leadership throughout the Child Care Bureau's inception and formative years.

We look forward to continuing to work together to face the challenges and opportunities to enhance the services provided for children and families.

-- Carmen Nazario
Associate Commissioner
Child Care Bureau

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U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Child Care Bureau

PS 026410

President Clinton Announces Child Care Initiative

White House Fact Sheet

ACF Office of Public Affairs - January 7, 1998

President Clinton today announced an historic initiative to improve child care for America's working families. The President's FY 1999 budget will include approximately $20 billion over five years for child care, the largest single investment in child care in the nation's history. President Clinton's initiative responds to the struggles our nation's working parents face in finding child care that they can afford, trust, and rely on. The President's proposal will help working families pay for child care, build the supply of good after-school programs, improve the safety and quality of care, and promote early learning.

The President's Initiative:

• **Doubles the number of children receiving child care subsidies to more than two million** by the year 2003, by increasing funding for the Child Care and Development Block Grant by $7.5 billion over 5 years.

• **Increases tax credits for three million working families** to help them pay for child care by investing $5.2 billion over 5 years in the Child and Dependent Tax Credit. The President's proposal also **provides a new tax credit for businesses that offer child care services** for their employees.

• **Provides after-school care for up to half a million children per year** by expanding the 21st Century Community Learning Center program by $800 million over 5 years to provide funds to school-community partnerships to establish or expand programs for school-age children. **Improves coordination of federal after-school initiatives to help communities make best use of existing resources**.

• **Promotes early learning and healthy child development**. Improves child care safety and quality and enhances early childhood development by establishing a new Early Learning Fund as well as **supporting enforcement of state child care health and safety standards, providing scholarships to up to 50,000 child care providers** per year, and **investing in research and consumer education.** The President's proposal also **facilitates background checks on child care providers** by eliminating state law barriers to sharing criminal history information for non-criminal purposes.

• The President's proposed Early Learning Fund provides challenge grants to communities (distributed by states) to support programs to improve early learning and the quality and safety of child care for children ages birth to five. Funds may be used for the following activities: providing basic training to child care providers (including first aid and CPR); connecting individual child care providers to centers for education and support; assisting child care providers to meet accreditation and licensing requirements; linking child care providers with health professionals; reducing group sizes and child-to-staff ratios; and providing home visits, parent education, and consumer education about child care. The President's proposal also **increases investment in Head Start and doubles the number of children served by Early Head Start**.

Child Care Block Grant Increase:	**$7.5 billion over five years**
Child and Dependent Tax Credit Reform:	**$5.2 billion over five years**
Tax Credit for Businesses:	**$500 million over five years**
After-School Program:	**$800 million over five years**
Early Learning Fund:	**$3 billion over five years**
Head Start Increase:	**$3.8 billion over five years**
Standards Enforcement Fund:	**$500 million over five years**
Child Care Provider Scholarship Fund:	**$250 million over five years**
Research and Evaluation Fund:	**$150 million over five years**
Total:	**$21.7 billion over five years**

States Work to Expand Services for Infant and Toddler Care

While many states are engaged in activities to improve the quality and build the supply of child care, some states have made expanding services for infants and toddlers a priority initiative. The following examples include a variety of approaches from state initiated and community based models.

The **Michigan** Family Independence Agency (FIA) has launched a statewide effort focusing on expanding services for infants and toddlers. The FIA contracts with the state and regional Community Coordinated Child Care Councils (4C agencies) to implement services to improve quality and increase the availability of child care. This project's goal is to recruit 460 new and existing child care providers, link them with training, and create additional spaces for infants statewide.

The regional 4C agencies recruit child care providers in areas accessible to low-income families to care for infants. Recruitment strategies include:

- outreach sessions to inform potential providers in the community about the need for more infant care and how to become a regulated provider;
- media outreach campaigns inviting potential providers to care for infants;
- provider licensing assistance;
- encouraging current providers to care for one additional infant;
- updating child care information databases to reflect increased availability of infant care;
- training in infant care needs.

One example of a local level activity is the Jackson County Infant Care Provider Incentive/Training Project, which recruits, trains, and offers start-up equipment, such as high chairs, playpens, and cribs to new infant care providers.

Providers must become licensed, complete CPR and first aid training, and complete 25 hours of additional child care training offered by the Child Care Network, Washtenaw Regional 4C. Once these requirements have been met, providers who agree to care for infants of families eligible for public assistance will receive a voucher to redeem at a K-Mart store for a start-up equipment package.

In **Oregon**, a project to increase the supply of infant and toddler caregivers included a local partnership strategy. These groups, made up of Adult and Family Services field offices, county commissions on children and families, and child care resource and referral agencies, developed proposals which included strategies such as funding for training, equipment and licensing fees. Two licensing staff were assigned to the project to provide technical assistance to providers and to the communities. The project ended in December 1997. A final report is expected in February 1998.

North Dakota has a statewide Infant/Toddler Enrichment Program which has established a network of trainers, recruited new infant and toddler caregivers, and supplied training and support to encourage long-term retention of providers.

Established through a grant from the Bush Foundation, and augmented with state CCDF monies, the program has trained 75 child care trainers using the nationally recognized West/Ed Infant-Toddler curriculum. In June 1997, a tri-state training of trainers was held to involve child care professionals from South Dakota and Minnesota as well.

This project is a collaborative effort of the state Department of Human Services/Children and Family Services, the four tribal nations located within the state, WestEd, the university based North Dakota Early Childhood Training Center, and the state resource and referral network.

In 1996, **South Dakota** began to plan a state training initiative in infant/toddler care. Regional and tribal public meetings were held to determine needs and review the existing system. In fall 1997 the Bush Foundation agreed to help fund the first year of a 3-year South Dakota Infant/Toddler Training Initiative project. Similar to the efforts in North Dakota, this initiative will train trainers using the West/Ed Infant-Toddler curriculum.

The project will be managed by the state Office of Child Care Services, and coordinated and monitored through contracts with 5 regional Early Childhood Enrichment programs. Since there are 9 federally recognized tribes located in the state, coordination contracts for tribal areas will also be part of the training delivery. Tribal coordinators and trainers receive technical assistance and support through the regional coordinator.

State match monies will fund mini-grants and infant-toddler resources for providers who attend training sessions, the purchase of West/Ed video sets for at least 30 areas in the state, and state project coordination.

For additional information about a specific initiative, call the appropriate state contact:
Lois Brennan (MI) at 517-335-3495
Linda Stern (OR) at 503-947-1400
Connne Bennett (ND) at 701-328-4809
Patricia Monson (SD) at 605-773-4766

States Emphasize Training and Technical Assistance

Every Lead Agency reports in their State Plan for FY 98-FY 99 that they will use some child care quality improvement funds for training and technical assistance. The Lead Agencies have targeted training funds to a number of different priorities, and have created varied systems to deliver the training. Through the funding priorities identified in the state plans, Lead Agencies have demonstrated their intent to create training and technical assistance systems that will foster collaborative relationships among agencies at the local level and that will minimize duplication of services, while increasing the availability of training opportunities for providers.

The state plans identify these areas as priorities for training and technical assistance:

❖Seventeen Lead Agencies identify the creation and implementation of career development and credentialing plans, both statewide and in local areas, as a priority in their state plans. Some plans are based on accreditation by national child care organizations, while others use a career ladder or lattice approach to link credentialing with the community college and state university system and with further professional training. Other states have developed their own state credentialing system, which is incorporated into the career development system.

❖Seven Lead Agencies include training opportunities for legally exempt or informal providers in their plans. Some trainings are designed for informal or exempt providers, while other Lead Agencies mention that their plan includes technical assistance efforts to include these providers in trainings designed for regulated providers.

❖Other training initiatives highlighted by Lead Agencies include specialized training for providers in school-age programs and infant and toddler programs, training for providers working with children who speak languages other than English, technical assistance for programs to help them include children with special needs, director credentialing programs, funding for resource libraries and toy lending, and hotlines for providers to receive consultation and support on licensing, child development and other issues.

In addition to these activities, nineteen Lead Agencies report that they plan to provide quality improvement funds for compensation initiatives designed to increase program quality through increased compensation for providers.

West Virginia: Apprenticeship Program Expands

The Apprenticeship for Child Development Specialist (ACDS) program provides training for classroom aides in child care centers, Head Start, preschool, school-age care, and the public schools in West Virginia. Program participants receive a nationally recognized training certificate. Children, parents, and child care programs all benefit from well-trained, qualified staff. The program has registered sites in 28 of the state's 55 counties. In some counties, family child care providers are included in the program.

ACDS is a collaborative project sponsored by the U.S. Department of Labor West Virginia Bureau of Apprenticeship and Training, the state Department of Education, River Valley Child Development Services, and county vocational schools. The state Department of Health and Human Resources has provided some funding for ACDS classes, along with Head Start, and the Benedum Foundation.

The program offers a planned, sustained, cohesive training program based on the Child Development Associate (CDA) competencies. The instructors have degrees and experience in education, and complete an Instructor's Academy to teach in the ACDS program. Through agreements with eight community colleges, providers who have completed the ACDS program can apply certain credits toward an Associate of Applied Science degree in Occupational Development with an early childhood specialization and/or a four-year Board of Regents degree, a non-traditional degree allowing credit for work experience and relevant training.

The West Virginia ACDS system will serve as an example of promising practices for other states. The apprenticeship program is operating in some form in several other states, including Arkansas, Florida, Maine, Maryland, Minnesota, Montana, Ohio, South Dakota, and Utah.

For more information, contact Cynthia Beal, Staff Development Coordinator, River Valley Child Development Services, at (304) 523-3417, or Judy Curry, Program Specialist, Bureau for Children and Families, West Virginia Department of Health and Human Resources, at (304) 558-0938.

States Utilize Rate Differentials for Reimbursement

Several states pay higher rates to accredited centers and family child care providers. The higher rate is part of an effort in states to improve access to many kinds of services that are often hard to find, including care for children with special needs, care during nontraditional hours and care for infants and toddlers. In other states, the differential is part of a targeted effort to improve the overall quality of care available to all families.

In fall 1996, the Lead Agency in **Kentucky** conducted a market rate survey which showed that the complicated rate structure previously in effect was no longer necessary. Rates were combined and geographic distinctions were minimized. Differentials of $1 per day beyond the maximum rate, if that same amount is charged to the general public, were built in to encourage services for children with special needs and for care during nontraditional hours. In addition, providers accredited by either the National Association for the Education of Young Children (NAEYC) or the National Association for Family Child Care (NAFCC) may receive $1 per day beyond the maximum rate for the same type of care.

In **Minnesota**, rates vary by geographic area, the child's age, provider category and attendance. Payment rates are adjusted at least once every two years and are set at the 75th percentile. The Lead Agency allows accredited providers to be paid up to 10% above the maximum established in the rate survey for a particular area. A family child care provider can receive the differential if she holds a current early childhood development credential approved by the Commissioner. Centers accredited by NAEYC are eligible for the quality differential as well. In Hennepin County, the maximum weekly rate for an infant in a family child care home is $125. An accredited provider could receive an additional $12.50 each week for each infant served.

The Office for Children and Youth in **Mississippi** has established a three tier system of reimbursement rates. The rates differ based upon the category of care, the age of the child, the additional costs of providing care for infants and children with special needs, and enhanced services such as transportation. Tier II, which reflects the 75th percentile of the distribution of weekly rates, is the base for determining payment rates. Tier I reflects a ten percent increase over Tier II, and is reserved for licensed and regulated centers, family child care providers and in-home child care providers who meet stringent standards established by the Office for Children and Youth. Public-private partnership centers may also be reimbursed at the Tier I rate. Tier III represents one-half of the Tier II rates.

New Mexico has also implemented a tiered reimbursement rate system. Rates are based upon the child's age, the category of the provider, geographic area and attendance. Licensed centers and family child care providers qualifying at the "Silver" level, who must meet more stringent staff/child ratios and higher staff training standards, can be paid $1.50 per day above the maximum rate. To qualify for the highest tier, "Gold," centers must be accredited by a national accrediting association. Providers in this category may receive an additional $3.00 per day.

In **North Carolina**, the reimbursement system is designed to give families receiving child care subsidies greater access to a wide range of services. The market rates vary by age of child and provider type. Market rates are calculated for each county and a statewide market rate is established for each age group and type of care (centers and regulated homes). Family child care home providers receive the county market rate or the rate charged private paying parents, whichever is lower.

Payments for child care centers are determined by the number of subsidized children. Centers in which the majority of children are non-subsidized receive the same rate the center charges private paying parents. Those in which at least half of the children are subsidized with public funds receive the market rate or the rate charged private paying parents, whichever is less. Center providers in this second category who meet higher voluntary licensing standards may qualify for 110% of the market rate, or the rate charged private paying parents, whichever is lower. In addition, child care centers and homes who opt to meet higher licensing standards may receive enhanced payment rates through state Smart Start funds.

For more information about these initiatives contact the following State Administrators:

- *Clifford Jennings (KY) at 502-564-0850*
- *Chene Kotilinek (MN) at 612-296-2030*
- *Ronnie McGinnis (MS) at 601-359-4555*
- *Irene Sanchez (NM) at 505-827-4033*
- *Sara Sulzbach (NC) at 919-662-4535*

Child Care and the Economy

Remarks by Secretary Robert Rubin, Treasury
White House Conference on Child Care

My focus and my job is on the economy, and in my view child care is exceedingly important with respect to the health of our economy.

I related to the fellow in the film who said he didn't believe in "do-gooder-ism," he just wanted to worry about his bottom line. That was the world that I came out of.

Over the past five years, as you know, our economy has had exceedingly strong economic conditions: We've had low unemployment, we've had low inflation, we've had a very high rate of job creation, and we've had rising standards of living. In addition, the deficit has been brought down almost to nothing. And we're on a track now toward a balanced budget.

And many factors have contributed to this, but in my judgment there is no question but that the key in the indispensable factor was the sound economic program the President put in place beginning in 1993 that was grounded in fiscal responsibility, investing in our people through education, training, health care, and the like, and opening markets around the world.

The great concern that I have now is that this prosperity may mask the challenges that we face and lull us into complacency. And that we must not do. Instead, we must face the problems and the issues that need to be effectively addressed if we're going to be successful and prosperous in the global economy over the long run.

A key question is, how do we continue creating an environment that promotes increased productivity which, in turn, is critical to competitiveness in the new global economy and to raising standards of living in this country?

Creating that environment clearly includes many elements, but there is no doubt that a critical key to increased productivity is to have a flexible and mobile work force in which everyone can participate to the full extent of his or her abilities. And that is where child care, in my judgment, is central.

Before joining the Clinton administration in 1993, I worked in the private sector for 26 years. I can remember when I first began there. There were virtually no women in executive or managerial positions. And in a large measure, I think, because there were virtually no women in the business or professional schools from which organizations drew. Over time that has changed enormously and is continuing to change. Talented women have joined executive, managerial, and professional ranks in increasing numbers.

Businesses then faced the challenge of keeping very good people, as they started their own families. And my own experience, and what was admittedly a small and specialized segment of the private sector, left me with the very strong view that it is enormously in the interest of businesses to create a work environment that supports the needs of each individual through measures such as flex-time, telecommuting, and, of course, by providing access to child care.

All of this benefits the individual, and that's obvious, but it also benefits the company by allowing it to draw from the largest possible universe of individuals as its potential employees and by best enabling it to retain its talented and knowledgeable people. Moreover, the economy at large benefits. Because by better enabling each individual to fulfill his or her own potential, child care better enables the entire economy to fulfill its full potential.

Just as the composition of businesses and professional firms changed, the composition of the labor force overall has changed substantially. Today 62 percent of married mothers with a child under six work, compared with 30 percent in 1970. This change has meant a whole new set of issues facing working parents.

Today there are 20 million families with either a working single parent or two working parents using child care, including 8 million families with children under the age of five. The majority of these families are middle income. But even for these families, cost, quality and availability of child care are issues of major concern.

Moreover, the challenge of finding affordable child care is particularly difficult for lower income people. Especially for those people who are trying to move from welfare to work.

Helping Families Obtain 1997 Tax Information

Financial relief for working families is available through two tax programs, the Earned Income Credit and the Child and Dependent Care Tax Credit.

The **Earned Income Credit (EIC)** reduces the amount of tax an individual owes and can also result in a refund after a tax return is filed. Eligible workers may choose to receive the EIC in advance payments in each paycheck.

☎ The Center on Budget and Policy Priorities can provide an Earned Income Credit Outreach Kit to give programs the information families need to access the EIC. The kits contain materials in both English and Spanish. The first kit is free and additional kits are available for a minimal charge. For more information on obtaining a kit, contact the Center on Budget and Policy Priorities, 820 First Street, NE, Suite 510, Washington, DC 20002, or call: (202) 408-1080.

IN TAX YEAR 1997, THOSE ELIGIBLE FOR THE EARNED INCOME CREDIT INCLUDE:

$ Workers with one child who earned less than $25,760 in 1997 are eligible for a credit of up to **$2,210**;

$ Workers with two or more children who earned less than $29,290 in 1997 are eligible for a credit of up to **$3,656**;

$ Workers who earned less than $9,770 in 1997 and who are not raising children are eligible for a maximum credit of **$332** if they are at least 25 and under 65.

– Earned Income Credit Outreach Kit, available through the Center on Budget and Policy Priorities

In addition to the EIC, families may also be eligible for the **Child and Dependent Care Credit**, a benefit that helps families pay for child care. Families can receive credit for 20-30% of their child care expenses, depending on income.

☎ For a fact sheet about the Earned Income Credit or the Child and Dependent Care Credit, contact Sharon Jenkins or Kimberly Harris at the National Women's Law Center, 11 Dupont Circle NW, Suite 800, Washington, DC 20036, or call: (202) 588-5180.

☎ The Child Care Action Campaign has a two-page Information Guide (#16) on *How to Use the Federal Child Care Tax Credit*. To obtain a copy, call: (212) 239-0138, or e-mail a request to: **hn5746@handsnet.org**

☎ The Internal Revenue Service has several publications that explain how to qualify for and claim the EIC and the Child and Dependent Care Credit. Ordering information is provided in the box below.

Employment Taxes for Household Employers
For parents who employ a provider to deliver child care services in the child's home, there is new information on reporting and paying employment taxes. The IRS publishes several documents which provide guidance on this topic. A list of these publications is provided in the box below.

Free Tax Preparation Assistance
The IRS Volunteer Income Tax Assistance (VITA) program helps low-income workers complete their tax forms. For more information on VITA and other tax related questions, call: (800) 829-1040 (800-TAX-1040).

PUBLICATIONS AVAILABLE THROUGH THE INTERNAL REVENUE SERVICE

The following publications may be requested through the IRS by calling: (800) 829-3676 (800-TAX-FORM). It may also be possible to locate reference copies of these IRS publications at your local library.

- **#596** Earned Income Credit
- **#503** Child and Dependent Care Expenses
- **#926** Employment Taxes for Household Employers
- **#15** Employers Tax Guide (Circular "E")

Information compiled by the National Child Care Information Center, (800) 616-2242. The information contained in this document does not constitute tax advice or legal representation. No official endorsement of any publication or organization is intended or should be inferred. For specific information on eligibility for tax credit programs, consult an accountant or other tax expert.

For a working family with an annual income of $14,000, preschool child care will cost an average of roughly 25 percent of their annual income. And in many states, a single parent, leaving welfare to enter the work force, after you take into account losing government benefits and the cost of child care, will see his or her income increase by less than 50 cents for each additional dollar earned.

Whether we speak of low or middle income families, I don't think there is any doubt that providing effective child care is an issue of critical importance, not only to the families, because that's obvious, but also to our society, to business, and to our economy. And I believe all of us have important roles to play -- families, businesses and government -- at all levels -- federal, state and local.

> ***. . . a critical key to increased productivity is to have a flexible and mobile work force in which everyone can participate to the full extent of his or her abilities. And that is where child care, in my judgment, is central.***

One way to address this challenge is through public/private partnerships. In Rochester, New York, in 1990, the Rochester-Monroe County Early Childhood Development Initiative developed a set of goals for improving child care: Work with business to provide private funds for accredited child care and work with the United Way to subsidize child care for low income families.

During its first five years, these efforts led to the creation of child care for 2,000 additional families. And 86 percent of Rochester's three and four-year olds are now in child care, up from less than 35 percent in 1989.

There are also many businesses that have run their own programs and there are many businessmen and women who are very intensely focused on this problem, including Sandy Weill, who I notice is here with us today. Lancaster Laboratories, a company with 600 employees, of Lancaster, Pennsylvania opened an on-site child care center in 1986. The center offers care for 150 children with full-time care for preschoolers from six weeks and an after-school program up to age 11.

Ninety-four percent of mothers on maternity leave now return to work, compared to one-half before the center opened. As a consequence, the company doesn't have to retrain and doesn't have to hire and train new workers to replace workers who don't come back to their firms. And as a consequence of that, the benefits to the company exceed the cost of operating the child care center.

Most small businesses encounter significant barriers with respect to running their own programs. And this is an area I think that we need to look at, and we need to find solutions to those problems.

By identifying and publicizing programs such as those that I have just described, we can spread that kind of success elsewhere. I'm very pleased to take the lead in the program that the President announced in his remarks by calling together a private sector working group to explore the problems of child care for working parents and to identify and publicize best practices that deserve greater attention.

Addressing these issues can contribute not only to the lives of working parents and children but also to business profitability and to the well-being of our economy in the new global economy where it is imperative that every American be enabled to work up to his or her potential so that we can be productive and competitive and successful.

Thank you very much.

Child Care and the Community

Remarks by Governor James Hunt, North Carolina

White House Conference on Child Care

As the President and Mrs. Clinton know, because we served in governorships together – I served as governor of our state from the mid- '70's to the mid- '80's – I worked hard on education, education reform, and jobs, and protecting the public in a lot of things. I was in the private sector for 8 years and I thought a lot about why things aren't working better. Why aren't schools more successful? Why isn't our work force more productive and innovative and doing higher value work, and things like that.

Let me tell you where I came out. The major problem is the first five years of life. Now, there are no panaceas; this comes closer to being one if you get those years right than anything else. I know it's the case for schools.

You give children the kinds of opportunities and love and care -- all we've heard about here today -- in those first five years and our schools will just zoom. There's no question about it.

I literally ran for governor in 1992 after being in the private sector where I frankly would like perhaps to have stayed; there are a lot of good things about it. But I ran for governor because I wanted to see us change things. I wanted to see us make things work, and I had decided that that's the most important thing to do.

So I ran for office on this issue. I gave an inaugural address in 1993 on it. Working with Dan Blue, our state legislative leader here, speaker of the house, we put the Smart Start program through our legislature. And my wife, Carolyn, and I are spending these eight years working on it.

Now, let me tell you what I think are the essential components of making it work. First of all, you really have to focus on it. You're doing that today. And you've done it as long as I've known both of you. And I know all of you here today are doing it, too.

But we have to focus on it, folks, like a laser. We have got to get people thinking about this. There are so many other things out there that preoccupy us. There are all those special groups that want you to focus on their issues. We've got to focus on this one. Leaders have to focus on this one and we have to get other people to do it. Let me tell you, I never give a speech when I don't talk about it. Some people are getting fed up with hearing me talk about it. Well, they're going to keep hearing me talk about it. And furthermore, we're getting a lot of things done. And we've got to stay with it, and stay with it, and stay with it.

Now, how do we approach it? I've heard wonderful things today about what we need. Let me say to you, we need a systematic approach. I love a lot of these great pilot projects. I want to see a systematic approach that works for every kid across my state and across yours. Don't just give me a pilot project that works.

I think there are two things that are essential to that: First of all, we really, as states, -- and certainly as a nation, but we do these things primarily as states as we do our schools -- we need to have an approach, I don't want to say a system, that sounds like it's government. Because I think a public/private partnership is the real key to this. But we need to have a systematic approach so all of our kids are going to get it and all of our kids are going to get quality.

Second, we need to root it in the local community. Now, that's where the good things are. That's where the churches are, and the synagogues, and the businesses, and the schools, and everything else. They are out there, the local communities. Lots of people who care and who are good at it. We've got to knit them together. We've got to have an approach to this thing and we've got to keep those local people able to do it. Invite them to do it. It's got to be easy for them to do it. We've got to cut out that "turfism." We've got to cut out those kids who are falling through the gaps. The local people can do that.

So what we did was, we established a public/private partnership. We established what we call the North Carolina Partnership for Children; that's the official name. We call it Smart Start. It is a 501(c)3. We have the state board, headed generally by top business leaders. We have all the right folks on there; we've got the parents on there and the business leaders and the church leaders and the social service leaders and the educators and the health folks and so on. They are all at the table.

Then we replicate that within each of our 100 counties. They are all at the table. We've cut out the turfism. These people never talked to each other before and now they're working together and they're sharing together.

What do they do? Three things: First of all, the first thing they do -- they have to do this before they get the money -- they've got to do a survey. What are the needs for our children? Second, what are the resources we have to meet those needs? Third, what do we need to do now? What should our approach be in our county? All of these people now are planning and working on this together.

So that's sort of the approach that we -- by the way, as they have made their own individual plans, Mrs. Clinton, they have varied. In one county, Stanley County near Charlotte, they decided that if a parent wanted to stay home the first year, they'd give them a modest amount of money for diapers and formula and so forth, a thousand or $1500. That isn't much money. A lot of parents decided to stay home that first year. I think it's a great idea. Some of the others criticized it. Hey, they want to do it and it's working for them. We ought to give people the flexibility to come up with better ideas like that.

I think a public/private partnership is the real key to this. But we need to have a systematic approach... [and] we need to root it in the local community.

The third thing I want to say to you is that business is just crucial to this. Business folks can get a lot of things done that we, in government, can't get done. So we need their leadership, we need to get chambers of commerce to endorse this if they will, and we need to get business folks to co-chair or chair these boards.

The fourth thing I want to say to you is something about the goals. Every kid who needs something better needs to get it and it's got to have real quality. The danger is that we have them somewhere but they aren't getting what they need, for their brains, for their hearts -- for all of this that you all have talked about and that you know so well.

Now, let me tell you how I think you think about this. We wouldn't think about school starting in the fall and 10 or 20 percent of our kids couldn't get a good public education, would we? And yet that's exactly what's happening with kids zero to five. And that is morally wrong. And we've got to change it. So we've got to have a systematic approach that enables us to do that. That quality care, of course, requires all kinds of dollars and it means we've got to focus on the teachers.

We have an effort in our state, a scholarship program called T.E.A.C.H. -- that means Teacher Education and Compensation Helps -- we've had 5,000 people go through it and get this training. And their employer has to agree that when you come back -- I mean when you finish it -- they probably continue to work and they get this as they do it -- you get at least a 10 percent increase in your wages, and for most of them it's a lot more than that.

And of course, we had that great turnover. We had people low paid and they still are in a large measure. But we're really changing it and that's the kind of thing -- and I'm thrilled to hear your announcement today about that, Mr. President.

Now, let me say to you that a lot of states are doing great things. The NGA has made this a major focus. Rob Reiner has spoken to the last two National Governors Conferences. That tells you how focused they are. Governor Voinovich has an NGA children's task force. And we've got efforts in places like Indiana, New Jersey, and Colorado focusing on coordinated efforts, and quality enhancement in Vermont and Illinois. Business leaderships in Florida and other places. So governors are really beginning to do this and it is the big new thing that's coming along that they are focusing on.

I want to say one final thing. Mr. President, we need you to use that "bully pulpit" that you use better than any person who has ever served here, on this issue every time you can.

Second, we need a lot more dollars, and I'll take them anywhere I can get them.

And third, Mrs. Clinton, we need you to visit America more. We want you to come to sites. We want you to look at systems. We want you to interact with all these folks, including business folks. We want you to be out at state conferences. We need to have a lot more of those in states around the country. And we need you to talk about the community that it takes to raise a child. You have more credibility on it than any person in this country. You're right, and the American people know it.

Thank you.

Home Pages

North Carolina Information Server:
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Hawaii Helps Families Afford Quality Child Care

One of the key issues in child care is affordability. Two tools used by states to make child care affordable to low-income families and to provide services to as many families as possible are payment rates and the sliding fee scale.

Under the new Child Care and Development Fund, additional resources were available for child care subsidies. In Hawaii, the Lead Agency started to look at what type of care families were able to purchase, and realized that changes were needed both in the reimbursement rates paid to providers and in the sliding fee scale.

Before the system was reviewed, families below poverty had no co-payment. Families between 100 and 150 percent of poverty paid ten percent of the cost of care, and families with incomes between 150 percent and 200 percent of poverty paid 20 percent of the cost of care. This reflected the state's desire to make child care available to the poorest families while still assisting families with incomes slightly higher than the state median income. This view continued to guide the development of the new system.

One of the first decisions made by the Lead Agency was that they would not be able to raise rates up to the 75th percentile of market rate (about $419 per month) and still serve the families needing care. There was, however, a definite need to raise the rate as families were not always able to purchase the care of their choice. As a result, the maximum rate was raised by $25 to $350 per month. To encourage families to purchase licensed care, the maximum reimbursement rate for license-exempt care was lowered by $25 to $300 per month.

At the same time, the entire sliding fee scale was revised. Families below poverty continue to have no co-payment. Families with incomes between 100 and 150 percent of poverty pay $1 per month, while the maximum co-payment for families with incomes up to 200 percent of the Federal Poverty Level is ten percent of the cost of care. In addition to their co-payment, families that participate in the subsidy system are responsible for any amount above the maximum reimbursement rate charged by the provider.

These changes are one piece of a comprehensive system of care and education for all families, that includes Preschool Open Doors, the state-funded prekindergarten program, and Head Start. Together, the programs serve 6,000 children, a four-fold increase from previous years. With the higher reimbursement rate in effect, families have access to more facilities. Families have more money available to them each month, which furthers the state welfare reform goals of helping families to remain off welfare and maintain self-sufficiency. With the comprehensive system of care that is now in place, quality child care programs are more affordable for low-income families.

For additional information, contact Garry Kemp, Assistant Administrator, Hawaii Department of Human Services, Self-Sufficiency and Support Services Division, Child Care Program Office, at (808) 586-7050.

National Study of Low-Income Child Care

A new project is underway to study the low-income child care market in 25 communities, with a substudy to examine the license-exempt family care market. Abt Associates will conduct the study, which will examine how significant shifts in welfare policy affect the child care market for welfare recipients and the working poor at the community level. It will study the impact that subsidies have on the types, amounts, and quality of child care available, child care placements, and families' decision making processes.

The study will address a broad range of child care research questions, including the areas of regulatory and monitoring policy; quality, support and coordination efforts; subsidy policies and practices; community involvement in child care and local-level issues; and the role of license-exempt family care in helping families manage the competing demands of child care and work.

For more information, contact Fred Glantz, Abt Associates, at (617) 349-2810, or Richard Jakopic, U.S. Department of Health and Human Services, (202) 205-5930.

CHILD CARE RESOURCES

•The Child Care Challenge: States Leading the Way

Prepared by J. Sciamanna and E. Lahr-Vivaz for the American Public Welfare Association (APWA)

A child care status survey, August 1997, shows that states are moving to establish innovative, quality child care programs as they aim to move welfare recipients off assistance and into work. A chart provides a state-by-state breakdown of the information. (Free publication, available from American Public Welfare Association (APWA), 810 First Street, NE, Suite 500, Washington, DC 20002-4267, or call: (202) 682-0100 or fax: (202) 289-6555, or send e-mail to: **dwilliams@apwa.org**)

•Welfare Reform: Implications of Increased Work Participation for Child Care

U.S. General Accounting Office (GAO)

This report seeks to analyze the impact of welfare reform on the need for child care in four communities by estimating the current demand for child care in family child care homes and centers, estimating the future demand for care under the federal welfare law, and determining the extent to which the current supply of child care programs will be able to meet the increased demand as people move from welfare to work. (Available by ordering Report #GAO/HEHS-97-75 from U.S. General Accounting Office (GAO) P.O. Box 6015 Gaithersburg, MD 20884-6015, or call (202) 512-6000, or fax: (301) 258-4066. The document can also be accessed through the NCCIC web site at: **http://ericps.crc.uiuc.edu/nccic/nccichome.html** under the section for Child Care Research).

•Map and Track: State Initiatives to Encourage Responsible Fatherhood

J. Knitzer and S. Page with E. Brenner and V. Gadsden

Prepared in collaboration with the Council of Governors' Policy Advisors and the National Center on Fathers and Families, this is the second report in the "Map and Track" series from the National Center for Children in Poverty (NCCP). The report tracks national and state demographic trends on father absence and single-father families. It also maps on a state-by state basis the level of state activity to promote responsible fatherhood, from both an economic and nurturing perspective. (Available for $19.95. Make checks payable to Columbia University and mail to: NCCP, 154 Haven Avenue, New York, NY 10032, or fax a purchase order to: (212) 544-4200, or send e-mail to: **nccp@columbia.edu**)

•The Regulatory Status of Center-Based Infant and Toddler Child Care

K. Taaffe Young, K. White Marsland, and E. Zigler

A report published in the October 1997 issue of the American Journal of Orthopsychiatry rates the quality of state regulations governing center-based child care for infants and toddlers. The report evaluates regulations with regard to three key dimensions of quality: grouping -- staff/child ratio and group size; caregiver qualifications -- education and training; and program -- facilities, equipment, and approach to children. (For reprints of the report contact Kathryn Taaffe Young, Ph.D., The Commonwealth Fund, One East 75th Street, New York, NY 10021-2692).

State Developments in Child Care and Early Education - 1997

Helen Blank and Gina Adams

One of a series of reports by the Children's Defense Fund (CDF) concerning state policies and practices in child care and early education. Included is information on the broad range of child care and early education issues that states addressed in 1997, including: state decisions regarding child care funding, child care assistance, changes in subsidy policies, actions related to quality and supply, changes in child care administration and efforts to create unified policies, Head Start and prekindergarten initiatives, along with other new ideas and developments in areas such as quality investments, licensing activities, and school-age care. (Available from the Children's Defense Fund, 25 E Street, NW, Washington, DC 20001, or call CDF Publications at: (202) 662-3652, fax: (202) 628-8333). Visit the CDF web site at: **http://www.childrensdefense.org/**

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